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Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

MKGandhi

Editorial

The Education for All (EFA) Global Monitoring Report (2002) of the UNESCO, a meticulously conducted assessment of the progress made by every region and country towards the goals of EFA, has many messages to convey to every country. The report has presented the state of the countries, which avowed to realise the six goals of EFA at World Education Forum in Dakar, Senegal in 2000 . Besides the indicators of Net Enrolment Ratio (NER), Gross Enrolment Ratio (GER), Gender Parity Index (GPI), the reports' core has made an assessment of the three goals viz. Universal Primary Education in terms of NER, GER, Adult literacy and gender parity Leaving the countries, which have achieved the goals, the Report has placed the countries in the quadrants based on the indicators. Over all, there are 83 countries in the category of high chance of achieving all three goals, 43 countries will miss atleast one goal and 28 countries are at serious risk of not achieving any of the three goals

The EFA Global Monitoring Report, while regretting that the world is not on track on the march towards the goals of EFA, which the countries avowed to realise by 2015, has very serious message for India. Regrettably enough India is one among the 28 countries, which are at serious risk of not achieving any of the three goals. The Report has made mentions about India's concerted efforts since independence to provide compulsory education to all her children through the constitutional commitment, making education a fundamental right and the mission mode programme of *Sarva Shiksha Abhiyan (SSA)*. The report makes it clear when it quotes (Govinda (2002) EFA in India), *"Change has to be substantial and progress much faster if the aspiration of the people as well as the newly made commitment of pursuing quality basic education as a fundamental right of all citizens are to be met. This will demand a massive movement through political and social mobilisation to create a common platform with the sole agenda 'Quality Educational for All' as envisaged by Sarva Shiksha Abhiyan as well as the Dakar EFA Framework of Action."*

At this point of time we should not forget that India has set 2010 as the target year to achieve the goals by the mission mode programme of SSA instead of 2015 as envisaged by the Dakar *EFA Framework of Action*. The undeniable fact that the role the teachers in the primary school play in retaining children in school and mobilising the community to be committed to achieving the goals of EFA would pave way for India to make progress towards achieving the goals. Adopting the strategies that would make the

classroom an interesting place for children while learning would lead to increased survival and completion rates of children in school. The hope, rested in the teachers of primary schools and those of teacher education institutions involved in the mission of SSA, could be realised with their commitment. This issue of the Primary Teacher brings a review of the EFA Global Monitoring Report, which has highlighted the global status and the concerns need to be addressed by every country.

This issue also finds a new feature, Profile, which is intended to depict the life, contribution and educational philosophy of educators, experimenters in the field of education. As a mark of tribute to the humble teacher who rose to become the president of the country, the feature begins with the profile of Dr Sarvepalli Radhakrishnan. The other themes of the issue address the environment education at primary stage, teacher education for quality school education, strategies for effective classroom processes, gender difference in the perception of parental treatment of children, impact of the radio programme, *Gyankalash* in Himachal Pradesh and cooperative learning for imbibing scientific spirits. These papers and articles are the result of the benefit of the experience of the authors and could serve as a tool for the teachers, teacher educators to enrich the experiences of children in the classroom.

R. Meganathan
Academic Editor

Role of Geography in Environmental Education

SARFARAZ ALAM[+]

Understanding of the environment in its totality (both natural and social), and their interactive processes, the environmental problems and the ways and means to preserve the environment is one of the objectives of school education as envisaged by the National Curriculum Framework for School Education-2000. This paper presents the place of geography in environmental education. The methods and strategies suggested by the author would enrich the classroom experiences of children

Introduction

Environmental education is globally emerging as an integral part of the school curriculum. The National Curriculum Framework for School Education (NCFSE) 2000 also recognises environmental education as one of the main thrust areas in the school education system of the country. The document proposes that the school curriculum should promote an understanding of the environment in its totality both natural and social, and their interactive processes, the environmental problems and the ways and means to preserve the environment. To this end, the NCFSE recommends that the school curriculum should focus on enabling learners to acquire knowledge, develop understanding and inculcate skills, positive attitudes, values and habits. As a matter of fact, these recommendations may be described as an expansion of the Fundamental Duties of citizens specified in Chapter IV A of the Constitution of India.

It is widely recognised that geography has long-standing concerns with the natural environment and environmental issues, and geographers have enormously contributed towards an understanding of the processes and

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patterns of man-standing concerns with the natural environment and environmental issues, and geographers have enormously contributed towards an understanding of the processes and patterns of man-environment relationships in various ways. As a matter of fact, from its inception geography has always been conceptualised as some kind of an "environmental science"—a discipline engaged in locating, exploring, describing, and analyzing the "environs" and contents of places occupied by different communities on the earth surface. The aim of this paper is to emphasise the role of geography in achieving the objectives of environmental education

What is Environmental Education?

Our knowledge and understanding about what constitutes an effective environmental education commence with two ground breaking documents of the field: the Belgrade Charter (1976) and the Tbilisi Declaration (1978). The Belgrade Charter provides a widely accepted goal statement for environmental education·

Environmental education is a process aimed at developing a world population that is aware of, and concerned about, the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work invididually and collectively towards solutions of current problems and the prevention of new ones.

Two years later, the world's first intergovernmental conference on environmental education adopted the Tbilisi Declaration This decalration built on the Belgrade Charter and establised three broad objectives for environmental education. These objectives provide the foundation for much of what has been done in the field of environmental education since the Tbilisi Declaration

- to foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas,

- to provide every person with opportunity to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment, and

- to create new patterns of behaviour for individuals, groups and society as a whole towards the environment.

As the field of environmental education has evolved over the years, these principles have been researched, evaluated, reexamined, and expanded They still form the frame of reference for subsequent debates on environmental education and are by and large taken as the basic guidelines for environmental education in most countries of the world.

Since the Tbilisi Declaration, such international endavours as the Brundtland Commission (1987), the United Nations Conference on Environment and Development in Rio de Janeiro (1992), the Thessaloniki Declaration (1997), and the Johannesburg Conference (2002) have also influenced our understanding of environment education. As a result, the

field of environmental education has expanded considerably to incorporate social, economic, political, and cultural issues as well

Thus, broadly speaking, environmental education is rooted in the belief that humans can live compatibly with nature and act equitably towards each other. Another fundemental belief is that people can make informed decisions on issues that concern future generations In short, environmental education aims at fundamental changes in the way people interact with others and the environment

Why Environmental Education?

Human beings with their decisions and activities have caused irreversible transformation in the natural environment Such changes include land degradation, atmospheric pollution, water pollution and biosphere transformation on scales ranging from local to global These changes have, in turn, adversely affected humans' economic activities, social and cultural activities, physical well-being, including health and comfort, and psychological well-being, including aesthetic appreciation One of the reasons for these environmental problems is the prevailing ignorance among people about the environment and environmental problems. People lack ecological and environmental values and their attitude towards environmental issues are either negative or at best neutral. Their commitment to preserve the environment is poor and the level of motivation is very low People are not

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ecologically sensitive when it comes to their interaction with the natural environment. Consequently, the recent emphasis on environmental education as an integral part of the school curriculum to promote awareness and understanding of the environment among learners may be described as a natural corollary of the growing environmental concerns at all geopgraphical scales—from local to the global.

Geography in
Environmental Education

In 1968, a joint inquiry by the International Bureau of Education (IBE) and UNESCO noted that the study of environment is an essential aspect of almost every subject and ranked geography first in terms of its contribution What makes geography such a special discipline to promote environmental education in schools? The answer lies in its special characteristics, its breadth of study, its span of approaches, tools and techniques, its multidisciplinary and integrative nature, and its traditional interests in the management of people-environment interrelationships.

The Scope of Geographical Study

The study of the earth concerns numerous disciplines For example, physical sciences are concerned with the physical features of the earth; biosciences are concerned with the flora and fauna, while social sciences are concerned with human activities on the earth However, the scopes of these

disciplines are very limited. In contrast, the scope of geograhy is very broad Goegraphical inquiry covers all phenomena—physical, biotic and human, found in combination on the surface of the earth To the geographer, it is the interrelationships of all the phenomena— physical, biological, and human— that is important.

Geographical Approaches

Geography approaches a subject matter in any of the following three ways— systematic, ecological and regional However, the choice of the approach depends on the nature of the problem being studies

Systematic Approach· In this approach, geographers take one or a few aspects of natural or cultural features and study their varying performance over a predefined geograpghical space. The size of the chosen geographical space may vary from global to local.

Ecological Approach This approach places emphasis on man-environment relations. Here the stress is on the interrelationships of phenomena, the links between aspects of the natural environment of a particular area and the human polulation occupying or modifying it Geographers shift their emphasis from spatial variations between areas (these may be thought of as horizontal bonds) to vertical bonds within a bounded geographic area. It is worth noting that the relationships may be two-way (i e. the impact of people on the environment, as well as of the environment on people) and that the bounded area may be anything from the globe itself to a very small locality.

Regional Approach: Here, appropriate spatial segments of the earth's surface, termed as regions, are identified, their internal (intra-regional) morphology and ecological linkages traced, and their external relations (extraregional) established

Tools and Techniques

Geographical tools and techniques consist primarily of maps, graphs, diagrams, aerial and other photographs and satellite produced images, In addition, geographers also use statistical and mathematical tools and techniques quite extensively These tools and techniques are useful in compiling, organising and representing information about various aspects of the earth's surface. The study and practice of geography help learners to master these tools and techniques and comprehend various environmental issues.

Interdisciplinary Subject

Geography can be favourably considered as the foundation of the emerging science of the environment, for the discipline is both integrative and multidisciplinary in nature. It integrates the various elements of man's surroundings—physical, biotic, and cultural—to understand the interdependence and interaction among them. Geography also builds an interface between the natural and social sciences. Geographical questions may require reference to the findings of other disciplines including geology, biology, history, sociology, politics and economics.

Traditional Training Advantage in Poeple Environment Relationships

By nature geography is environmentally oriented, since the understanding of the complex relationships between people and their environments has always been an important field of geographical inquiry In view of the fact that geography in primary schools has been made an integral part of social studies, its value in imparting environmental education is bound to increase This is because of the fact that no other social science discipline gives importance to environmental issues in the way as geography does In other words, no other single discipline, whether natural and social sciences or humanities, can cover as much ground as geography in its treatment of the various aspects of people's relationships with their environment—both natural and man-made. In particular, geographers are concerned with the following aspects of the people-environment relationship

- How do people depend on the natural environment?
- How does environment provide opportunities for the people?
- How does environment constrains human activities?
- How do human actions modify the natural environment?
- What are the consequences of human modification of the physical environment?
- What are human responses to changes in natural environment?

From the above discussion it is abundantly clear that geography has a decisive advantage over other disciplines in handling environmental education in schools. Broadly speaking, the role of geography in promoting environmental education in schools can be summarised as follows.

Knowledge about the Environment

Knowledge about the environment refers to the acquisition and understanding of information about environmental facts, concepts, generalisation and theories In particular the study of geography helps to develop an understanding of

- major natural systems of the earth (geomorphic, soil, climatic, hydrological, and biotic) in order to understand the interaction within and between systems,
- human systems of the earth (agricultural, industrial and service systems, settlement systems, transport and trade systems, energy and societal systems, etc.);
- similarities and differences among different geographical regions;
- diversity of people and society on the earth,
- human adaptation to different biophysical habitats;
- different kinds of damages caused by both natural as well as human decisions and activities; and
- impact of environmental degradation on the well being of people.

Environmental Skills

The study of geography equips students with certain abilities that are helpful in managing and improving the quality of the environment. These are·

- *Identification of Issues:* Geography is a way of looking at things. These are geographical dimensions in all the environmental problems being faced by human beings. The study of geography helps learners to identify different environmental problems whose geographical patterns vary from place to place.

- *Collection of Information·* Fieldwork is a very important skill in geography. It is essential for learners to face environment face to face—a confrontation without which the much needed sensibility about and concern for the environment cannot begin. Direct observation of environmental features is an integral part of environmental education. But it requires training to make such observations intelligently The study of geography helps build habits and provides necessary training for the systematic observation of natural and cultural patterns on the earth's surface, which in turn lead to finer appreciation of both the natural and cultural landscapes.

- *Structuring, Processing, Interpreting and Evaluating Information:* Environmental problems occur at different geographical scales—from local to the global. Study of geography assists in identifying the area spread of different types of environmental problems.

Information collected through fieldwork and other means are structured and processed by means of various geographical tools and techniques mentioned earlier. They are then objectively interpreted and evaluated to understand their geographical patterns.

- *Development of Generalisations:* No two environmental regions on the earth's surface are the same The study of geography fosters an appreciation of similarities and dissimilarities between one region and another in the nature and extent of the problems under study.

- *Making of Judgements and Decisions to solve problems·* After the nature and extent of the problem is known, geographers make rational judgements and take decisions to solve the problems in the greater interests of human beings.

Environmental Values

One cannot isolate moral and ethical issues from environmental education. Values in environmental education imply values ralating to attitudes and behaviour with regard to man's relations with the natural environment. Geography education contributes to the development of environmental ethics, which changes learners' attitudes towards the environment by:

- increasing their interests in the surrounding environment and in the variety of human and natural patterns and processes on the earth's surface,

- encouraging them to appreciate the beauty of the natural world on the one hand, and of the different living conditions of people on the other,
- increasing their concern for the quality and planning of the environment and human habitat for future generations;
- increasing their dedication to seek solutions of environmental and related problems from local to the global scale;
- generating awareness of the importance of cooperation with other people to solve problems on earth;
- promoting respect for others' opinions

Commitment to Safeguard the Environment

It is a universally known fact that the earth is the only home that humans know of Even more importantly, this the collective home of all people—people of all races, religions and regions. All human beings are completely dependent on the earth However, the health of earth has become frail due to human activities As a resuslt the misery of humans has also increased In other words, the study of geography teaches us that the well-being or survival of people is dependent on the survival or well-being of the natural environment. This knowledge provides a strong incentive for humans to cooperate for the protection and preservation of the natural environment. In this way, geography education enables learners to learn how to make reasoned decisions,

anticipate the consequences of their choices, and assume responsibility for the outcome of their choices about the use of the natural environment In other words, education in geography helps promote a sense of responsibility among learners towards the maintenance and improvement of the environment

Increasing the Levels of Motivations

How can the study of geography enhance our commitment to conserve the natural environment? Knowledge of geography creates a concern among learners for the quality of life in local, national and global ecosystems, which in turn motivates them to participate in solving these problems. Ideally speaking, environmental education in geography must be set into a process of lifelong learning There should be inseparable and seamless connection between the formal educational context and the day-to-day life of a person in the economic, political, social and religious spheres.

Conclusions

As mentioned, geography as a discipline has a long-standing concern with understanding the earth and its diverse environments as the home of man. Therefore, it is not surprising that the environment has always been an important component of teaching geography at school.

While knowledge and skills components of environmental education are substantially represented in geography books for schools, other components of environmental education such as human attitudes, values,

motivations and commitments on environmental issues have been grossly under valued. Therefore, geography curricula need comprehensive alteration to make the subject as the leader in promoting environmental education in schools. Ideally speaking, these should be structured to fulfill the following objectives of environmental education·

- To help people understand and appreciate man's place in the natural environment.

- To help learners become knowledgeable about their natural environment and the problems plaguing it.

- To help develop informed attitudes of concern for environmental equality and the processes and nature of its deterioration

- To help create concern and commitment for environmental problems.

- To help learners become aware of the opportunities for participating in environmental problem solving.

- To motivate learners to participate in environmental problem solving.

- To help create environmentally responsible citizens who are aware of the needs of sustaintable development.

- To develop enthusiasm for, and enjoyment of, our environment by improving our understanding of environmental and cultural challenges that face the world.

- There is inseparable and seamless connection between formal educational context and every day human lived experiences Therefore, environmental education must be set into human life contexts work place, school, family, habitat, region, nation and the world.

In a nutshell, environmental education in geography should be guided by the themes of life-long education and life-enhancing education At the same time, it should also address the complex issue of the linkages between and among the environment, society and culture.

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The Principles of Education...

The first principle of true teaching is that nothing can be taught.
The teacher is not an instructor or taskmaster, he is a helper
and a guide His business is to suggest and not to impose.   The
second principle is that the mind has to be consulted in its own
growth The idea of hammering the child into the shape desired
by parent or teacher is a barbarous and ignorant superstition
It is he himself who must be induced to expand in accordance
with his own nature . The chief aim of education should be to
help the growing soul to draw out that in itself Principle of
education is to work from the near to the far, from that which
is to that which shall be... a free and natural growth is that
condition of genuine development...

A Preface of National Education
Sri Aurobindo

Learning Scientific Spirit by Group Inspiration Method

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B William Dharma Raja**

Imbibing scientific temper and questioning mind are the major aims of science education in schools Bringing science nearer to the learner by providing him/her direct experiences from the immediate environment form the base of teaching of science in schools. This experiment by the teacher educators presents how children could be made to work together by group inspiration method to learn the spirit of inquiry

In this scientific world, in every walk of life the science and technological principles are applied We enjoy lot of facilities through the outcome of science and technological development. At the same time it is our responsibility to make the younger generation to realise the facts behind every advancement This is the way through which we can encourage them to explore and experiment the world. Imbibing scientific spirit and questioning mind among the young children would triger them to be scientifically spirited. Children learn the facts and experiment by working together They are always probing as why? What? How? When? etc. When such tender minds realise the scientific principles, they feel the wonder of the facts and by which they are motivated and start to explore To stimulate such tender probing minds, teachers have to learn more and more to be a treasure of knowledge Moreover, in all fields today, the scientific approach leads to achievements So children are to be trained in the scientific approach in the primary and secondary stage of education, to develop the research attitude. Teachers' motivation and children's interest collaboratively will lead to the inventions of the world. In order to make the children learn the facts about science and learn together

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by exploration, the Group Inspiration method has been used by the authors The following section describes the method and the activities conducted.

Group Inspiration Method

It is a group teaching method, which consists of 5 steps which could conducted in 45 minutes. Though this method is applied for all subjects, it could be done well in science.

Step – 1. Teacher Talk

In this step, the children of a class are arranged in a circle and the teacher has to sit among them Then the teacher has to present the concept by narration, demonstration or by dramatization.

The teacher has to follow the aspects given below:

a) The presentation should be children's level.

b) Teacher should present with expression, intonation, body language, actions, gestures, etc. by which children should be made to feel the wonder

c) The wonder and imagination along with the concept taught should make children to think with curiosity This way the presentation should inspire the children

d) The presentation should be brief for about 10 minutes only. Children should observe the teacher without interaction.

e) Teacher can avoid more words, long information, irrelevant and difficult words

Step – 2. Children Activity

Children should be given opportunity to express what they have learnt in the first step They can express in writings or drawings on papers or notebooks Then the teacher can collect them and make an overview of their performance and the better performance should be circulated among the children for observation so that children can know their abilities and improve. If necessary the teacher should go around to see children's performance and guide them. Here children can be given opportunity to express themselves to the extent to which that they have been inspired in the first step. For this step, 10–15 minutes should be given to children. This provides opportunity for children to get chance to express their original thinking and creativity Children may express what they listened in the first step or sometimes with imagination and previous knowledge they create something new, related to the content However, children are given chance to think and do some activity

Step – 3: Teacher–Children Activity

In this step, teacher and children have to work together. Here interaction can take place Children can question the teacher, clarify the doubts, teacher can question the children to write answers on the board or on the notebook. Children can do some activity or teacher and children can do together, based on the concept given in the first step This step also gives opportunity for reinforcement Apart from that, children

develop cordial relationship with teacher, learning atmosphere develops, child-centered education takes place and children learn with freedom As a whole this step develops the scientific attitude to the children, and also science learning takes place interestingly For this 10 minutes should be allotted.

Step – 4. Materials Announcement

Related to the content some materials are to be collected or prepared by the teacher, for the next day's activity in the classroom for children Those are to be announced to children that they are going to work with them in the next day. Children can work with them in the next day and that could be evaluated. Here children can recapitulate what they have learnt in the previous day, They can strengthen their knowledge. Moreover, slow learners also can learn at their own pace This way their learning stays in the memory for a longer period. 5 minutes can be taken for this step.

Step – 5 Followup

In this step, children should be given opportunity to explore things in and around the school, near the house in the village or town. Teacher should plan and announce the follow-up according to the children's level related to the content Teacher has to give scope to children for exploring things in order to develop scientific attitude and questioning spirit among children.

As said above, the teaching-learning should be done in five steps for 45 minutes Here the teacher's plan, effort and involvement will play a vital role in making children to be the future scientists 5 minutes should be taken for this step. The following model lesson using the group inspiration method presents how the lesson should be conducted

Group Inspiration Class – Model

Standard III: Environment Studies

Lesson-7. In the Grandpa's Garden

Steps – 1 Teacher Talk

We live on this earth This earth is very big You know how big is this! When we see around us we see upto the extend of vision limit. But the earth is millions and millions of times bigger than what we see. That much bigger it is. Such a big earth this is. This earth has lot of things in it Many things have life They are all living beings. Many other things do not have life. They are non-living things. Among the living things the plants are so many millions and occupied the major part of the land. Plants are living on the land in oceans, rivers, lakes, ponds, etc. Moreover, very very small plants which cannot be seen by eyes are living on the earth Then small grass, herb's, shrubs, very very broad, tall, big trees also live on the earth

Herbs are short and with short life time Their stem is tender. Rose, Brinjal are examples for herbs There are many herbs with colourful flowers. Shrubs are taller than herbs but shorter than trees. They have thick stem, they can also produce colourful flowers and fruits. They live for years. They may grow to

the height of a man or a two. Hibiscus, sapota are shrubs

The trees are big plants. They may be very tall equal to some coconut trees kept one on the other There are very big stout trees occupying large area in the forests Some are coconut trees, some mango trees, etc They have very strong stem There are other plants which are creepers and climbers They have tender stems and spring like structure They cannot stand erect and grow on the earth or on the trees or other supporting structures. They may live for short time and some live for years These plants live in different places on earth They are very much useful to man in many ways Let us all preserve them

Step – 2. Children Activity

The teacher says, "Now you all can take the notebooks and draw and write on whatever you have heard from me."

Step – 3: Teacher-Children Activity

The teacher looks at the plants which S/He has brought and keeps on the table S/He says, "Here I have many plants You can take them one by one and tell me the name, kind and nature You can discuss in groups and tell me, write on the board, ask questions and clarify."

Step – 4. Materials Announcement

The teacher, "I have collected many plants, pictures and plant products Could you all see them now? You can do activity with them tomorrow "

Step – 5. Followup

The teacher, "You could collect plants from your hour surrounding, school surrounding in your garden and in your village You can make album with pictures. Tomorrow or the day after you can bring them to the class and share about your collection."

Special Features of Group Inspiration Class

1 Making children sit in circle and delivering, helps to attract children's concentration

2 Teacher's plan becomes essential

3 Children are able to express their understanding about the content and teacher can immediately know about the level of achievement.

4 Children are put in wonder, imagination, thinking, inspiration to understand the concept. These aspects help for the development of cognition of children

5. Children's creativity and critical thinking could be identifed and developed

6. Children learn in free atmosphere which helps to develop teacher-children rapport which in turn facilitates better learning.

7 Children have the opportunity to recall what they have learnt in the previous day and engage in activity which helps for the reinforcement of children's learning.

8. Children are practiced to know about their environment and to explore

from the environment This develops scientific and research attitude to children

9. Group learning develops lot of good tendencies and values among children.

10 Teacher needs involvement and skills to plan and practice this method.

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Gender Differences in the Perception of Parental Treatment

Kusum Agrawal*

This study is intended to find out if there is any significant difference between boys' and girls' perception of parental behaviour. Sample consists of 170 boys and girls studying in the institutions of Pauri Garhwal Perception of parental behaviour was assessed with the help of Parent-Child Relationship Questionnaire (PCRQ) developed by R A Singh (1981). The results indicate that parental behaviour changes with respect to the sex of the child. However, significant differences were observed on disciplining and punishing variable for boys and girls.

FAMILY is one of the basic social institutions It plays a pivotal role in shaping the personality structure of an individual Since the family has almost exclusive contact with the child during the period of great dependency the greatest platicity and continued to intimate contact over a subsequent period of several year, it plays a significant role in determining the behaviour patterns which the child will exhibit There is general agreement among the social scientists that the way in which the child interacts with his parents and the type of influence which the parents exert on their wards may have significant contribution towards developing the potentialities of the individual Dhaundiyal (1984) and Chauhan (1979) found that behaviour problems and maladjustment among children are largely a consequence of home environmental conditions. Researches show that home and child rearing practices influence the personality development of the child (Hurlock 1959, McCord etc al. 1992, Schaefer, 1969 and Desousa 1970) Home also influences child's achievement (Grandall Perston and

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Rabson 1960 and Baldwin and Baldwin 1973) and adjustment (Longdon and Stout 1955, Maccoby and Gibbs 1984 and Dinkney 1967). Alongwith child rearing practices, culture of the community plays an important role Infact child rearing practices are influenced by culture of the community and hence they vary from culture to culture. Besides, researches show that varying cultures, rigid caste system and parental behvaviour according to customs of community do influence the development of child (Whiting and Child 1953, Keslinger 1953, Steward and Steward 1973 and Fagot 1973)

Besides the cultural pattern of the community, the preference for sex also determines the child rearing practices. An individual's sex is obviously both a biological and social fact. Biological predispositions interact with the impact of social experience which inturn shape the psychological makeup of the person Most of the researches done on sex differences in behaviour relates to infants. The amount of interaction between parent and young child does not consistently depend upon sex of the child. Majority of the studies reported on sex differences

Parental behaviour changes according to the sex of the child in different communities and it is evidenced that discriminative practices are adopted for female sex in India too Discriminative practices are also prevalent in education, health and freedom to play. It shows unfair deal to fair sex in India Kapoor (1993) noticed that maternal acceptance and rejection is more related to

adjustment in case of female rather than male adolescents, children of both sexes expressed low degree of moral judgement who perceived maternal rejection

Culture of the community and its attitude towards sex influence parental behaviour and thereby the development of the child How children perceive changes in parental behaviour is a problem for study, the present investigation was undertaken to study the perceived parental behaviour in relation to sex

Leosa and Brophy (1972) reported that girls perceived their mother to be more affectionate and more accepting On the other hand, in some studies reported by Kagan and Lemkin (196), Sugleman (197) and Cox (1970) reported that both sexes viewed their mother as responsible for the maintenance of family solidarity and for nurturance and emotional support.

Droppleman and Schaefer (1963) found that same sex parent was more controlling than the opposite sex parent but mothers tended to be more loving and affectionate and less ignoring and neglecting But Saxena (1993) found that delinquent adolescents perceived greater maternal rejection than their counterparts.

Most of the reserches reported in this area are of foreign origin. In the light of the above stated researches the present study was motivated to find out the influence of sex differences in the perception of parental behaviour among children residing in hilly area of Uttaranchal

Objectives of the Study

The following objectives were stated for the study·

1. To study the perceived parental behaviour dimensions – loving, dominating, rejecting, protecting and punishing and disciplining.
2. To study the differences in the perception of parental behaviour for boys and girls.

Method

Sample

The study was conducted on 170 students (85 boys and 85 girls) between 13 to 15 years of age studying in the institutions of Pauri city Both the groups of sample were equated on parent's income and locality. Only the middle class income group of students residing in urban area are selected for the study

Tool

The parent-child relaltionship questionnaire (PCRQ) developed by R.A. Singh (1981) was used to assess perceived parental behaviour.

It consists of six items scales which were prepared to denote specific and observable parental behaviour which are loving, dominating, rejecting, protecting, punishing and disciplining. A separate but identical form for both mother (M-form) and father (F-form) was prepared for Hindi medium pupils. The "Yes-No" categories were provided and summed up to yield scores for each scale assigning 1 and 0 marks respectively but in case of negative items the order of scoring was reversed The internal consisting reliability computer with Spearmen Brown formula ranged from 59 to 82

Table 1
Comparison of boys and girls on perception of parental behaviour
(Mother's behaviour)

	Variables	Groups	Mean	S D	t
1	Loving	Boys	8 14	2.19	2 00
		Girls	8 8	2 24	
2	Dominating	Boys	4 45	2 1	4 85**
		Girls	2 8	2 07	
3	Rejecting	Boys	3 75	2 01	2.25*
		Girls	3 12	1 69	
4	Protecting	Boys	6 71	1 98	1 84
		Girls	7.19	1 64	
5	Punishing	Boys	7.19	1.94	1 30*
		Girls	3 79	1 61	
6	Disciplining	Boys	7 09	2 04	1 64
		Girls	6 81	0 68	

* = Significant at 0 05 level
** = Significant at .01 level

Gender Differences in the Perception of Parental Treatment

Procedure

Every sampled student was administered the PCRQ in single classroom session with instruction to recall their parents' behaviour and answer to each item in the respective questionnaire

Statistical Technique

Mean and S.D. were calculated from the variables of PCRQ for boys and girls. "t" test was applied for the comparison of groups The tables were interpreted for analysing the results of the study.

Mean scores on loving variable are nearly same for boys and girls. It shows that boys and girls both perceived their mother's behaviour as equally loving while mean differences on dominating and punishing variable is high which shows that boys perceived their mother more dominating and punishing in comaprison to girls Further this mean

difference is significant at 0 01 level Hence it concluded that there is significant difference in mother's behaviour on dominating and punishing vareiables Boys perceived mother's behaviour more rejecting and disciplining in comparison to girls Wadkar and Palsane concluded (1987) that girls were more satisfied about parent child relation than boys

These results indicate more dominating, rejecting, protecting, punishing and disciplining behaviour of mother towards boys. It shows differential behaviour of mother on the basis of sex Boys see their mothers as stricter than girls. The results are in line with the findings of Howkes, Burchinal and Gardner (1957)

The mean values on loving, rejecting, protecting and disciplining variables are nearly same for girls and boys It shows that both the groups perceived their father's behaviour equally loving,

Table 2
Comparison of boys and girls on perception of parental behaviour
(Father's behaviour)

Variables	Groups	Mean	S.D.	t
1 Loving	Boys	8.53	1 85	1.33
	Girls	8 85	1 47	
2 Dominating	Boys	4 52	1 89	3.08*
	Girls	3 78	1.31	
3. Rejecting	Boys	3 62	1 92	0.60
	Girls	3 45	1 84	
4 Protecting	Boys	7 22	1 86	0 38
	Girls	7 32	1 61	
5 Punishing	Boys	5 41	1 89	4 75*
	Girls	4 27	1 50	
6 Disciplining	Boys	7.19	2 13	0 35
	Girls	7 09	1 55	

* = Significant at 01 level

disciplining and protecting. Further analysis results that mean values on dominating and punishing variables are more for boys and the difference in the form of "t" value is significant at 01 level It shows that boys viewed their father as more dominating and punishing than girls It shows that boys are reared under more psychological control than that of girls while on loving, rejecting protecting and disciplining variable, no significant difference is found with respect to boys and girls. It shows that both boys and girls are given equal acceptance and positive involvement and respect of individuality by their fathers.

Conclusion

In view of the above results, following conclusion can be drawn.

1 Parental behaviour changes with respect of sex of child.

2 Boys perceived their parents more dominating in comparison to girls while perception on loving variable is nearly same Baumrind (1971) also reported that both parents use firmer enforcement with sons than with daughters. It was also found that boys and girls were given equal encouragement for independent individuality

3. Both boys and girls perceived their father more disciplining than mother Sundberg and others (1969) found that almost 80 per cent of Indian girls and boys perceived their father as more significant than their mothers in making decision about their personal lives Indian adolescents also identified their fathers as dominant

4 Girls perceived mother more loving and less dominating. Hatfield and others (1967) also observed that mothers were more likely to restrict the independent movement of sons than of daughters.

Differential treatment to girls and boys is a special feature of socialisation in India This is worth nothing that inspite of the cultural differences girls perceive the parents to be more affectionate.

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Teacher Development and Quality of Elementary Education

S.K. Yadav*

Quality education demands quality teachers Producing quality and committed teachers is a major task of teacher education institutions and those involved in providing in-service education to teachers. Sound pre-service and continuous in-service with proper quality and content input would provide quality teachers This paper, while listing the teacher competencies, analyses the need for quality teacher education.

ENLIGHTENED and committed can only help in realizing the constitutional commitment to provide quality elementary education to all the children up to the age of 14 years Now the target is set up to 2010 under Sarva Shiksha Abhiyan (SSA) programme. Such teachers can be prepared through well-organized teacher development programmes. In such programmes, necessary competencies are essential to be nurtured among the teachers for making them efficient and effective The competencies are nothing but simple transforming inborn qualities and abilities of individual into visual utilities. It means the real development of an individual. The National Council of Teacher Education (1998) has identified ten teachers' competencies for making the teachers professionally competent These are discussed in brief.

Contextual Competencies

The teachers should have ability to understand various contexts, such as historical background, present status of the social-economic, cultural, linguistic, and religious contexts of the family milieu and the community profile. They should know how to conduct surveys including finding out reasons for poor enrolment and courses of wastage and stagnation in schools.

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Conceptual Competencies

The teachers should have clarity of thought, deep understanding of educational theories and thorough knowledge of various trends, methods, techniques etc they should know significant characteristics of child development. It will help them for transacting the curriculum effectively. They should appreciate the constitutional provisions. The concepts like globalisation, modernization, liberalisation and privatisation to be understood well by the teachers. Only then they can translate these new concepts in to teaching learning process.

Content Competencies

The teachers should have full mastery over the content based on curriculum They should find out hard spots, and gaps of curriculum They should also identify such areas from the curriculum where there is enough scope for joyful activities, individual learning and group learning

Transactional Competencies

Educational transaction competency means the skill of teaching to achieve the educational objectives easily in day to day teaching learning process through meaningful interactions between teachers and pupil, pupil and pupil, pupil and the material and pupil and the environment by using different methods, activities and technology in an integrated and effective way Variety of activities such as story telling, singing, games, field visits, celebration of national social and cultural events should be organized with a view to making teaching-learning process joyful and participating Appropriate teaching aids and other teaching-learning material should be prepared to strengthen the teaching learning process Continuous evaluation should be integrated with various approaches while transacting the subject content with a view to diagnosing the weakness and strengths of the teaching-learning strategy and to identify the weaker and brighter children in order to take remedial measures and give enrichment programmes respectively

Educational Activities Competency

A skill of imaginative planning and systematic and effective implementation of curricular and co-curricular activities for achieving educational objectives is called educational activities competency. The organization of these activities is necessary for achieving educational objectives Activities are to be organized in and out side classroom

Competencies to Develop Teaching-Learning Material

The Teachers should have ability to develop attractive teaching aids for making teaching-learning process easy, interesting and activity based They should know how to develop textual and self-learning material It will promote self-learning They should also know to how develop workbook It will help in the management of multigrade classroom situations Teaching-learning material should be based on new technology such as audiotapes, videotapes, slides, radio, television, computer and similar other

gadget It will make teaching learning effective and interesting

Evaluation Competencies

The ability of a teacher to continuously judge and verify the level of achievement of prescribed competencies and objectives laid down in the curriculum is called Evaluation Competency In the new approach, towards introducing competency-based curriculum, the competency-based evaluation should be adopted The teachers should carry out continuous evaluation in a systematic and formal manner. Observation records should be maintained to evaluate likes and dislikes, habits, values, attitudes, etc

Management Competencies

Management competency is the skill to achieve high quality educational objective in minimum time, energy, and money through appropriate/effective use of educational aids and active participation of available human resource Every teacher is a manager of a particular class or group of students He should know the required skills of classroom management including total teaching as well as subject teaching in the class and several other tasks expected of them in and outside the school

Competencies Related to Working with Parents

Parent's related competency is the ability of a teacher to get cooperation of parents and their involvement for achieving the objective stated in the curriculum for the development of the competencies in children. The role of parents is equally important in the development of child It is imperative to establish support with them in the larger interest of pupils. In order to achieve universal enrolment, parental contact plays an important role. The parents, who, due to various reasons, are not able to send their children to school, should be constantly contacted The teacher can discuss the various problems of choldren with their parents

Competencies Related to Working with Community and other Agencies

The ability to secure the co-operation and participation of society by creating in it, awareness, affinity and a feeling of responsibility for the all round development of the schools is the community rapport competency. The infrastructural facilities and building should be providing with the help of community. The school should undertake activities which are useful for society. A school which gets the participation of the society in its programme can overcome educational problems such as dropouts, stagnation and poor attendance in school Village Education Committees (VEC) are established as a connecting link between the school and society The primary education is hand over to Panchayats and Village Education Committee The teachers should be made competent in activities like community surveys, school mapping, total population, community resources and structure, etc

Teacher Development Programmes

The above competencies are essential to be nurtured among the teachers through teacher development programme i e , pre-service and in service training prorammes for making them professionally efficient and competent But these programmes are to be organized according to their needs and requirements First of all let us understand the term 'need' in general and training needs of teachers in particular A need is a gap or deficiency between what is and what out to be or gap between current status and desired or required status level.

Every profession requires certain standard of performance, which should be met by its professional. If the actual performance of the professional meets the desired standards of performance then they do not need any training On the other hand hand if there is significant gap between these two, the professionals need training to improve their performance

Teaching is also a profession. It also expects certain standards of perlormance from its professionals i.e. teachers If the performance of a teachers do not meet the desired or expected level of performance, there is deficiency in the performance of teachers And they need training to bring their performance up to the desired level

The performance deficiency of a teachers may either be due to lack of mastery of content/subject matter to be taught by them and/or because of inadequate mastery over teaching skills If the performance level is low because of inadequate knowledge to the subject matter and or mastery over teaching skills, training shall definitely prove useful to equip the teacher with the requisite knowledge, to fine turing the existing teaching skills and to develop additional skills required to perform in the classroom

Assessing Training Needs of Teachers

Need assessment is a data gathering and analysis process. This is done to identify the needs of individuals, groups, institutions, and society It helps us in generating a set of data system for strategic planning and specifying the areas in which efforts are to be placed

Now how do we conduct needs assessment for teachers? The training needs of school teachers broadly fall in three categories i e. content upgradation, refinement of teaching skills and reshaping of attitudes. For assessing training needs of teachers we should clearly spell what we expect from teachers in a particular context. Then we have to assess their existing levels of performance with the helps of suitable tools and techniques The gap between the two will give assessment of their training needs The necessary data for identification of training needs of teachers can be gathered by using a variety of tools and techniques Some of these are discussed below

Questionnaire

It is one of the most commonly and widely used tool of collecting data about training needs of teachers The need assessment questionnaire may be structured or unstructured

Classroom Observation

Direct observation of teacher's behaviour in the classroom is probably the most appropriate technique to identify their deficiencies in teaching skills. This diagnosis helps in designing training inputs in which they are found deficient.

Focus Group Discussion

Focus group discussion involves an informal discussion among selected individuals about a specific topic relevant to the situation at hand Focus Group Discussion is described as organised discussion around a single issue The objective is to elicit a range of opinions from individuals about an issue.

Achievement Test

Teacher's deficiency in the mastery of different school subjects can be identified through using achievement tests After identifying their deficiencies in content areas suitable training inputs can be designed to enrich and update their content knowledge

Besides, the training can also be assessed through analysis of pupil's answer scripts.

Updating Teacher Development Programme

These rapid changes inevery field have implications on teacher's development programmes Both pre-service and in-service programmes need to be revised in the light of latest development and new changes. Recently the National Council of Educational Research and Training (NCERT) has brought out a *National Curriculum Framework for School Education-2000* (NCFSE) with the objective to provide quality education and upgrade the curriculum at the school stage. Many new issues like globalization, privatization, building cohesive society, linking education with life skills, value development, meeting the challenges of information and communication technology, reducing the curriculum load, using cultural specific pedagogy, integrating indigenous knowedge and recognizing India's contribution to the world civilization, viewing child as a constructor of knowedge, using grading in evaluation system, learners with special education, reducing the pre-dominance of external examinations, and removing of pass and fail categories, integration of environmental education with languages, mathematics and other activities in the first two years of the primary stage have been emerged in the curriculum These emerging concerns are to be incorporated in the pre-service teacher education curriculum

The same way the working teachers are to be updated with new concerns and issues by way of organising 20 days in-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers and 30 days orientation for freshly trained recruits as proposed in *Sarva Shiksha Abhiyan* (SSA) programme.

Role of Institutions

After the implementation of Nationl Policy of Education, 1986, the training

institutions are set up from national level to school level These institutions are providing both pre- and in-service education programme on regular basis. The NCERT is mainly responsible at national level to provide training to Key Resource Persons and teachers. The NCERT provided training to more than 20 lakh teachers under Special Orientation Programme for Primary Teachers (SOPT) The same say, the states were helped to implement the District Primary Eduction Programme (DPEP) The academic inputs in terms of training, material and researches are being provided by NCERT for successful implementation of SSA programme Besides, National Council of Teacher Education (NCTE) and National Institute of Eductional and Planning Administration (NIEPA) are also providing training inputs at the national level The State Institutes of Eduction (SIEs)/State Councils of Educational Research and Training (SCERT) are the apex bodies in the states and union territories They advise the state governments in planning, formulation and implementing educational policies. The pre-service teacher education curriculum and instructional material at elementary level are developed by SIEs/SCERTs. The in-service education is also organised particularly under SSA at the state level.

The District Institute of Education and Training (DIET) is one of the components of centrally sponsored scheme and mainly responsible to improve the quality of elementary education and extending academic and resource support to non-formal and adult education. There are about 500 DIETs in the country These are administered by state governments The major functions are to organise various training programmes, development of self learning material and conducting action researches with the following seven branches:

i) Pre-service Teacher Education Programme (PSTE) Branch.

ii) In-service Eduction, Field Interaction and Innovation Coordination (IFIC)

iii) Curriculum Material Development and Evaluation (CMDE) Branch

iv) Educational Technology (ET) Branch

v) Work Experience (WE) Branch

vi) Planning and Management (P&M) Branch

vii) District Resource Unit (DRU) Branch

The PSTE Branch of DIET prepares teachers for the elementary stage Mostly the eligibility qualification is 10+2 for diploma course The curriculum is prescribed by state governments. The DIET meets the demand of elementary teachers for the state The other Branches of DIETs organise the in-service training programme for all the teachers of its respective districts on a regular basis.

The Block Resource Centres (BRCs) are established to provide training to teachers at the block level as per the requirement of the block The BRC coordinators visit the schools to help the teachers on the spot and also provide academic input through training programme, The monthly meetings of

cluster level coordinators are organised to monitor the progress of different activities and programmes.

The Cluster Resource Centres (CRCs) are also set up with the proximity of 8-10 schools In these centres, monthly meetings are organised to discuss the issues related to curricular activities, community participation, teaching learning process, etc The model lesson plans are demonstrated by the teachers in these meetings The stock taking of different programmes are also taken in these meetings

In can be summed up by saying that competencies on content, transactional modalities, educational activities, teaching learning material and working with community are necessary to be nurtured among teachers through pre-service and in-service programmes for making them professionally competent The new emerging issues are to be included in teacher development programmes from time to time Therefore, such need-based programmes are essential to be organised by the institutions like NCERT, SCERTs, DIETs and BRCs on regular basis for updating their knowledge and skills and also helping in achieving the target of universalisation of elementary education

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Training for Improving Roles and Functions of Educational Functionaries

Lalit Kishore*

This article makes an attempt to sensitise those who impart training to educational personnel in school education Training is not mere knowledge transmission, it needs to serve as tool for the trainee who would train many more and use the skills to improve himself/herself. The author provides strategies to follow for an effective training, besides suggesting the dos and don'ts of a training

CONSEQUENT to the National Policy on Education of 1986 and Education for All (EFA) project floated in early 1990s, there has been a renewed emphasis on training of teachers Also, a cadre of master trainers, key resource trainers and resource persons is being used for mass training of teachers The trainers of trainers require new insights in area of training as a field of study itself. Besides this, the trainer has to perform various roles during the training sessions especially when the training stresses the participatory training methods.

Understanding Training

Jinks (1979) defines training as an organised activity which brings about semi-permanent change in mindsets and behaviour for a definite purpose The main areas involved in training are skills, knowledge and attitudes Jinks further clarifies that training has job-related objectives while education has society-based objectives The training need is the gap between the knowledge, skills and attitudes that a job demands and the ones already possessed by the trainees.

According to Jinks, training is required because of the following reaons:

- Mismatch between actual performance and standards set by the organisation collectively.

- Change in work or functions due to changing circumstances

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- Change in the job or new entrants to the organisation.

Bishop and Taylor (1995) say that 'in our experience adult learners must be motivated in order to learn. They need to be engaged actively in learning and helped to become self-directed or less dependent on the trainer. They should be able to relate learning to their own experiences, needs and situations ' Bishop further adds that it should recognise what experiences of life and of work trainees bring with them on courses. These should be valued by the trainer. In other words, the group of trainees iteself is to be regarded as a vital training resosurce

Roles and Functions of Educational Functionaries

Since the training is related to the understanding and excuting one's functions in an organisation skillfully. The generic roles of a functionary are to be understood and related skills be practised for it proper transfer to the work-situation. The common roles and related functions of an educational functionary have been summarised in the following table.

Table 1
Roles of an Educational Functionary

	Role	*Functions*
1	As an awareness generator	• Understanding causes of the present reality and making clientele conscious about the causes.
		• Enabling clientele to collectively articulate
		• Arranging meetings and discussions
		• Enabling clientele to see the need for an intervention or collective action to overcome causes
		• Creating demands/needs for corrective measures collectively
		• Disseminating new ideas and attitudes
2	As a facilitator	• Creating a mutually respectful and group learning environment
		• Creating favourable conditions for interrelations among individuals and groups
		• Sharing experiences and information to create collective consciousness
		• Organising group learning and self-learning
		• Preparation of learning material and using it effectively
		• Setting personal example through enthusiasm for learning and doing things
3	As an evaluator	• Understanding and interpreting various records, data, and information

		• Evaluating available data for monitoring and correction
		• Organising individual level and group reviews
		• On-spot support and guidance skills
		• Openness to enhance one's own capability to assess or evaluate
4.	As a followup organiser	• Readiness to provide back-up support to an initiative
		• Keeping up interest and enthusiasm through encouragement and by becoming a part of new initiatives
		• Identifying and recording emerging needs
		• Reflection on action and mid-course corrections
		• Documenting action cases and diary keeping
		• Organising or participating in follow-up and review workshops

Training can be organised keeping the above-mentioned roles and functions of educational functionaries According to Lynton and Pareek (1990), training should lead to a lasting improvement on-the job situation The training is not for knowing more but for behaving and doing things differently Training is then concerned with people-on-jobs performing various roles

Dos and Don'ts for the Trainer

Jinks (1979) has worked out some dos on the basis of the experiences of successful trainers. These are

- Treat all the trainees as individuals and get to know them.

- Use a friendly manner and be approachable and straightforward during training.

- Try to put trainees at ease—no one learns when nervous.

- Remember you are a model—trainees will learn from your personal example.

- Give feedback and re-inforcement of good learning

- Be yourself and be humourous.

Khurana (2001) provides some of the don'ts for the trainers as follows

- Don't control the trainers with classroom mind-sets of 'chalk and talk sages on the stage', and 'time work overhead transparencies'

- Don't control the trainees—collaborate with them

- Trainer should not speak for more than 10 to 15 minutes in a session of 90 minutes. Trainer must work hard at designing interactive exercises, games and syndicated thought provoking session Let the participants share and learn from one another.

- Unclear expectations, lack of inter-personal support, poor supervision can greatly diminish the effects of training programmes.

- Training at times becomes a number crunching game. How many programmes conducted? How many people attended? What is the cost of training per employee? How many training days per employee per year? These are some of the questions that become important for going into the annual reports only. Don't get bogged down by these reports

- Cause of failures of a training are:

  (i) The classroom mindset of lecturing

  (ii) Predictable/rigid trainer design and delivery package

  (iii) Pitfalls of a contradictory environment

  (iv) Lack of trainers' commitment

Besides the dos and don'ts of the training, there is a need to pay attention to the aims and objectives of the training; subject matter, topics and issues, methods of training, follow-up of the sessions; logical progression of the training along with maintaining a friendly and participatory training environment

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Creating Environmental Awareness Among Primary School Children Through Field Trip
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JEENA JAMES*

The most affected victims of environmental pollution are the young children who are the wealth of our nation. Even though primary school curriculum is environment based, children are unaware of the environmental problems in their immediate surroundings. This is mainly because of the traditional method of examination-oriented teaching adopted by the primary school teachers In this experimental study, an attempt has been made to create environmental awareness through field trip and innovative followup works. The results showed an appreciable raise in awareness among primary children about environmental pollution This paper argues that teachers must accept field trip as worthwhile activity because it is proved to be the most effective outdoor aid to make children aware of the disasterous results of pollution.

In order to meet their growing needs and greed, human beings exploit the environment and thereby cause pollution or unfavourable changes in the surroundings. The most affected victims are the young children who are the wealth of our nation. They are unaware of their immediate environment and its allied problems To make them aware, the whole curriculum in primary level is environment based. National Curri-culum Framework (1988) developed by NCERT recommended that at the lower primary level, environmental education is to be taught not as a separate subject, but in an integrated manner with all subjects. The causes, effects and control measures of environmental pollution is clearly narrated in the EVS textbooks of primary school in almost all the states. But the primary children are not fully aware of the environmental problems

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because of the wrong choice of the teaching approaches adopted by the teachers The teachers are concentrating in completing the syllabus for academic achievement without giving any activities to the children. Hence efforts should be taken to educate and prepare the children through various activities to raise awareness and sensitivity to environmental problems.

Environmental Awareness

Creating environmental awareness among primary children is required since it helps them to acquire the skills of perceiving, identifying, involving and solving the environmental problems The different faces of pollution such as Land, Water, Air and Noise pollutions are present within their home and school surroundings, but they cannot feel or sense the ill effects which affect their physical, mental and emotional health. They innocently interact with the environment without knowing the danger For example, some of the ignorant behaviours of children observed by the researcher in villages are stated below.

- Playing in the areas where garbages and other domestic wastes were disposed
- Eating food without washing hands
- Disposing the food wastes, papers and polythene bags scatteringly on school campus after lunch.
- Drinking untreated and unprotected water
- Cleaning mouth, bathing and washing of utensils in ponds where

all types of domestic wastes are disposed

- Defecating in the banks of ponds and in open fields on both sides of the road
- Bathing in the ponds and rivers where cattle and vehicles are washed
- Running behind vehicles fitted with loud speakers
- Lighting noisy fireworks in front of the houses and road side.

It is a sorry state of affairs that the children living in the highly polluted environment are unaware of the disaster Who are responsible for these unhealthy habits of the little children? Just think of it. Such undesirable behaviours should be changed by creating a repulsive attitude towards such activities So there is an urgent need to expose children to their immediate surroundings to understand the environmental problems which affect their lives. World Environment Day commemorated each year on 5 June which was established by the United Nations General Assembly in 1972, is one of the important ways through which the United Nations stimulates worldwide awareness of the environment and enhances political attention and action

Field Trip

To bring about awareness and desirable attitudinal changes in the children for recognising the importance of a hygienic environment for a healthy living, field trip can be used an effective method. The values of field trip may be summed up as follows

- Furnish first hand informations to supplement, enrich and vitalise classroom instruction

- Help the children to understand their own environment.
- Children learn how to observe, explore, understand and react to the environment
- Create situations which help to develop a spirit of scientific enquiry

Field trips have proved a good amount of success in teaching environmental pollution. The examples for all types of pollutions are existing in daily life situations and within the local surroundings itself. It is the duty of the teacher to identify the appropriate areas of scientific importance and take the children out of the classroom for direct experiences. Thus the learning becomes more interesting, accurate and meaningful.

Objectives of the Study

The present study was undertaken for the attainment of the following objectives

1 To find whether there is a change in awareness about environmental pollution among primary school children through field trip.

2. To find whther there is any difference between boys and girls in the change in awareness of environmental pollution.

3. To find whether there is any difference between Tamil and Malayalam medium children in the development of environmental awareness.

Methodology

In the present study, pre-test, post-test, single group design was followed.

Sample

The sample was selected from Govt T V P.S , Palukal, a village school situated in the southernmost region of Tamil Nadu bordering Kerala. The schools has both Tamil and Malayalam medium sections. The sample of the study consisted of 24 children (11 girls and 13 boys) studying in Fifth standard, of which 11 from Tamil medium and 13 from Malayalam medium.

Tools

A questionnaire containing 20 items was constructed by the researcher with the help of experts The items were in the form of statements and a three point scale was given to respond So the minimum mark was 'zero' and maximum mark was 40. After the selection of the sample, a pre-test was administered using the questionnaire to measure the awareness of the children and the same questionnaire was used for the post-test.

Procedure

In classroom instruction the causes, consequences and control measures of different types of pollutions were described in detail. The children were taken to the nearby places where they got varied life experiences directly The field trips were conducted to the following places

- An open drainage in front of the primary school.
- Banks of a nearby pond where disposal of waste material and defecation is common

- Backside of the toilet and kitchen in the same school campus where waste water stagnated.
- A paddy field
- A cashew nut factory.
- Main road in front of the school to understand automobile pollution

During field trips, the children were instructed to observe the environment thoroughly and their doubts were clarified. Moreover, the children were properly guided to sense the deteriorated environment and felt the inconveneience and disturbances due to the polluted environment.

After every field trip, the children were allowed to discuss what they have seen in the field to recall the highlights of the trip This was highly effective since the children expressed their feelings and opinions frankly. This resulted in a welcome change in their attitude towards environmental problems

The innovative follow-up works given to the children are listed below

- Drawing and paintings of the pictures depicting the scenes of polluted environment

- Slogans and verses were written on chart papers and card boards and put up on the walls
- Making badges and placards
- Collection of pictures and album making.
- Singing songs about environmental protection.
- Taking oath emphasising their own role in keeping the surroundings clean

All these activities were aimed at developing awareness about environmental pollllution.

Analysis of Data

The performance of the children in the pre-test and post-test regarding the awareness about environmental pollution were compared and analysed gender-wise and medium-wise The scores of responses were analysed statistically by using arithmetic mean, standard deviation, average gain and gain percentage to derive conclusions.

In table 1, the mean scores, average gain, and gain percentage of boys – girls, Tamil medium – Malayalam medium and

Table 1
Comparison of Pre-test and Post-test Scores

Sl. No.	Category	Sample Size	Pre-test		Post-test		Average Gain	Gain Percentage
			Mean	S.D	Mean	S.D.		
1.	Boys	13	12 00	3 49	31 38	3 48	19 38	48.45
2	Girls	11	11 82	3.84	32.09	2 95	20.28	50.70
3.	Tamil Medium	11	12 91	3.86	32 36	3.67	19.46	48 63
4	Malayalam Medium	13	11 08	3 23	31 35	2 76	20 07	50 18
5.	Entire Sample	24	11 92	3 57	31 70	3 19	19 78	49.49

the entire sample were compared and analysed There is a considerable improvement in the mean scores of boys from 12 00 to 31 38 and girls from 11 81 to 32 09. The mean score of Tamil medium children improved from 12 9 to 32.36 and Malayalam medium from 11 08 to 31 15 For the entire sample, the mean score raise from 11.81 to 31.7 shows an average gain of 1978 that is an increase of 49.5 percentage.

Table 2 shows a Gender-wise, Medium-wise comparison of post-test scores. There is no significant difference at 0 01 level of significance among boys and girls, Tamil medium and Malayalam medium children.

Major Findings

1 The results of the study have shown that the first hand experiences through field trip and the innovative follow-up works were found to be highly effective in boys, girls, Tamil medium, Malayalam medium and the entire sample in creating awareness about the environmental pollution

2 The impact of field trip experiences in acquiring awareness of environmental problems is found to be same among boys and girls.

3. There is no significant difference among Tamil medium and Malayalam medium children in the development of environmental awareness.

The National Policy (1986) reiterates, "There is a paramount need to create a consciousness of the environment". This study was conducted to satisfy this need and attempts were made to create awareness about environmental problems through field trips and various activities. The results of the study showed an appreciable development in the awareness and attitudinal changes of the children in a desirable way.

The curiosity, interest and involvement of the children in various activities showed that the young minds get ready to acquire the skill for identifying and solving environmental problems. During discussion session, it was noticed that they were very much interested to share their own experiences and eager to clarify their doubts regarding the ill effects of pollutants in their surroundings. The teachers must accept field trips as worthwhile as they provide opportunities to our children to enhance accurate observations and draw their own conclusions. An enthusiastic

Table 2
Gender-wise, Medium-wise Comparison of Post-test Scores

| SI No | Category | Sample Size | Post-test | | t-value | Result |
			Mean	S D.		
1	Boys	13	31 38	3 48	0 15	Not significant
2	Girls	11	32 09	2 95		
3	Tamil Medium	11	32 36	2 67	0 26	Not significant
4.	Malayalam Medium	13	31 15	2 76		

techer can find time to plan and organise field trips since it was proved to be the most valuable, enriched and effective outdoor aid which widen the mental horizon of the children and make them aware of the disasterous results of pollution We, the teachers and parents should come forward whole heartedly to save our children from the deteriorating world by developing awareness and positive attitude towards environmental protection.

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Modalities of Teachers' Empowerment for Development of Abilities in Elementary School Children

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In the present study, the investigators have organised a number of creative activities for developing various abilities in school children An experiment was designed by the investigators to assess the effect of the organised creative activities on the development of students abilities, i.e. knowledge, skill, application, creativity, etc at the elementary stage From the analysis of the result, it was found that well organised creative activities can enhance different abilities in our school children

Introduction

Today we are very much conscious about the qualitative improvement of elementary education. Teachers' empowerment and teaching strategies have assumed to play important role to improve the quality of education. The Minimum Level of Learning Strategy (MLL) has been widely disseminated across the country and used as a basic guideline for compentency based teaching approach and evaluation at elementary stage. These competencies are not only related to the cognitive aspects of the students' behaviour but also to the non-cognitive areas Evaluation of the achievement of the learners help the teacher to be confirmed regularly whether the competencies have been mastered by the learners or not. It is assumed that, through creative activities, a teacher can foster the cluster

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of inter-related competencies and assess the same in our school children

| Development of Competencies through Creative Activities |

If competencies are kept in a ladder

Creativity

Application

Skill

Knowledge
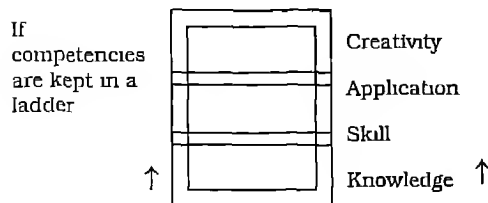
(Creativity itself is a higher order of competency)

Development of all these four competencies into a target level is the main concern of present education in our schools. In order to achieve the highest order of competency (i.e creativity), we have to master/climb up other three steps, i e knowledge, skill and application

One of the major objectives of providing education and learning experience to the children through competency based teaching approach at elementary stage is to encourage in the child independence and creativity by providing him/her sufficient opportunities for self-expression through creative works in teaching-learning process.

In this project, different modalities for creative activity structures were followed for developing the various learning abilities among elementary school children. The study was conducted in Demonstration Maltipurpase School, Regional Institute of Education, Bhubaneswar, Orissa.

The Study Attempted to Answer the Following Questions

1. How to make a design of different modalities for creative activity structures?

2. Whether the creative activity based structure can be organised through different modalities in classroom situation?

3. Is there any effect of the creative activities upon the development of various abilities of pupils?

Procedure Followed

Planning: A systematic planning was done and written plan was made following the creative activity structures for a content "our State Orissa" which is blended with a cluster of competencies of three different subjects, i.e. Environmental Science, Regional Language (Oriya) and Art Education for Standard III, Standard IV and Standard V pupils.

Designing Modalities for Creative Activity Structures for Development of Various Abilities

Content (Orissa State)

Environmental Science I

1. To develop the sense of togetherness.

2. To acquaint with the achievements of great people.

3. To acquaint with time and space relationship.

First Language/Oriya

1. To develop comprehension ability and speak on known themes, dialogues.

2. To understand salient facts and generalisation to develop creative writing skill.

Visual and Performing Art

1 To acquire skills of handling tools (Learning to perform)

2 To prepare and display useful activities and things.

3 To develop abilities to perform different tasks of eye hand co-ordination.

Strategies

1 The children were provided written plan and instruction for group activity.

2 The children were provided opportunity for acquisition of learning experience through creative ideas in democratic climate for self-expression.

3 The classroom was made workable with distribution of chart, learning material and other teaching aids.

4 Identify learning task by motivating with reward

Table-1
Design of Creative Activities

Sl No	Type of Activity	Creative Activities		Support materials	Learning mode
1	Art and Drawing activities	i ii iii	Drawing the map of Orissa Drawing different pictures relating to content Designing and painting the pictorial maps	Paper Colour, Chart Picture, Gum, Cardboard, etc	Self learning [Self work mode]
2	Doing activities	i ii iii iv	Doing models Doing picture and other material collection Arrangement of materials in proper order Stitching work	Clay, Cloth, Needle, Thread, etc	Co-operative [working setting from knowing to performing the works]
3	Other creative activities	i ii iii iv.	Creative writing Narrating and speaking Role playing in drama Dance and music activities	Books, Magazines Literature, Script, Autobiography, Musical instrument, tape recorder, etc	Self learning and cooperative [Integration of knowledge and skills is working Emphasising gestures and face expression Performance with rhyme and musical activities]

Modalities of Teachers' Empowerment for Development of Abilities in..

5. The children were motivated for participation by creating interesting situation through stories, dialogues, pictures, song and dance activity, etc.

Design of the Experiment

Phase I: A proforma to record learner's attainment was made to record the entry level behaviour on various abilities.

Phase II·   Practice

(i) *Identification* 10–15 projects were assigned to each class Selection of projects were done according to the interest of pupils and on lottery basis

(ii) *Execution·* Various activities were oreganised with the help of teachers' guidance in group or individual Time factor, physical and psychological environment were taken into consideration

(iii) *Evaluation.* Evaluation was made on the basis of

(a) presenting of the project to the class

(b) facing question answer session

(c) Appearing written and oral teacher made test.

Analysis of Data and Discussion of Results

Analysis of data was done by using statistical means, to see the significance of the difference between the entry level behaviour and the achievement after execution of the project.

Table-2
Assessment of Pupil's Scores in Tabular Form

Class & Section	Total No of Pupils in the class	Pupils Assessed in Pre-test	Pupils assessed in Post-test
III A	40	30	30
IV A	40	30	30
V A	42	40	40
Total	122	100	100

Table-3
Significance of Differences between Means of 1st and 2nd Test

Test	N	Mean	S.D	* "t" value	D F
Pre-test	100	14 4	16 310	15.125	198
Post-test	100	25 26	3 438		

* "t" is significant both at 0.05 and 0.01 level

Table 2 shows the details of the sample of students assessed in both 1st and 2nd test.

Table 3 shows the significance of differences between the entry level of behaviour and the achievement after the execution of the project And it indicates that the calculated 't' value 15 12 is more than the table value of 't' both at 0 01 level and 0 05 level So it was concluded that there is a significant difference between pre-test and post-test score resuslts.

It can be said that the organised creative activities through various modalities has significant impact on the development of various abilities in primary school children

On the basis of the results of the above study, it can be concluded that the modalities of teachers' empowerment for organising creative activities helps for developing the following abilities in primary school children.

(i) It helps in developihng practical skills, i e. to do, to demonstrate, to prepare to make and to design an object

(ii) It helps in preparing appropriate aids in enhancing musical and aeshetic sense, writing skill, developing interacting ability and developing sensory physical and moral development.

(iii) It helps to develop intellectual ability, manipulative ability and social skills

(iv) It helps in shifting of school skills to life skills and learning to perform.

(v) It provides adequate opportunity for multigraded setting and large sized classes

(vi) It helps for transfer of learning experience from one subject to another, i.e EVS I to Language and Art, etc

(vii) Creative activities can act as an aid to assess the development of cluster of interrelated competencies and abilities among the learners from time to time

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Potentials of Radio Programme, *Gyankalash* for Teachers–a Himachal Pradesh Experience

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Because of facility of live broadcast, better sound quality (bandwidth), wide outreach and large network, radio is regaining importance in the field of education world over Tapping the advantage of the medium, distance education component of District Primary Education Project (DPEP), Himachal Pradesh successfully launched a capacity building radio programme for primary school teachers in five phases over a period of nearly two years (October 2000 to July 2002) through Radio broadcasts The programme 'Gyankalash' aimed at on-the-job training/orientation without withdrawing teachers from the schools, and was popular with an inbuilt feedback mechanism in the form of responses sought from teachers at the end of each episode, questionnaires sent to audience, teachers' live interview on radio for best answers, discussions in Cluster Resource Centres (CRC) meetings, phone-in programmes, sharing experiences live on radio, etc.

However, a systematic impact study of the programme 'Gyankalash' was undertaken in its concluding phase in order to ascertain its effectiveness and to identify the models which could be replicated elsewhere. The opinions of the respondents and findings of this study have been reported in this paper. Teachers' demand for raising the time, shifting time and increasing frequency were the parameters of its popularity. The broadcast lessons were found to be informative, relevant and joyful by the audience The lessons raised the attendance of students in the schools. Gyankalash motivated the teachers to innovate new strategies for pedagogy and use playway techniques of teaching in the classrooms.

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Introduction

The Distance Education Programme (DEP) in DPEP, initiated in 1996, was striving for qualitative upliftment of primary education of DPEP districts of India with a goal of universal access, retention and educational enhancement Different delivery media with their specific strengths and limitations were being used in distance education Distance Education Programme made use of a combination of different media too However, experience there has revealed audio as a pedagogically effective medium due to its inherent implicity, such as lack of visuals, non-interactive nature of the listners and makes them active participant in the educational transaction by involving them in the teaching-learning process.

Gyankalash

With the launch of DPEP in four educationally backward districts of Himachal Pradesh a great deal of orientation and content upgradation courses, workshops and training led to frequent withdrawal of teachers from schools. Difficult hilly terrain with restricted mobility led to lack of access to knowledge and information for both teachers as well as the inhabitants of the area In such a scenario radio emerged as one of the most popular media for distance education.

Recognising the powerful potential the Distance Education Programme, DPEP opted for "Radio" for providing academic support to the teachers. To strengthen and supplement the ongoing teacher-training programme DPEP, Himachal Pradesh launched a capacity building programme using radio on 5 October 2002 for training their primary school teachers through All India Radio (Shimla) named *Gyankalash* which means 'a treasure of knowledge'

Table I and Table II give an overall view of the schedules. The whole programme was broadcast in five different well-planned phases The broad themes of different phases have been/indicated in Table I.

Impact Study *Gyankalash*

Gyankalash was seen as a popular programme in DPEP circles of Himachal Pradesh. The enhancement of duration from 15 minutes to 30 minutes and frequency from two days to three days with requests for repetitions of some of the episodes by the listners are indicators of its positive impact. Nonetheless it was decided to obtain empirical evidence on the impact of *Gyankalash* It will not be out of place to put on record that even non-DPEP district teachers were listening to it and responses were being received from Hamirpur and Dharamshala districts also.

Table 1
Broad Themes of Different Phases

Phase	Theme
I	Integrated Teachers Training
II	School Readiness
III	Teaching of EVS
IV	Teaching of Hindi language
V	Teaching New Textbook Class I

Objectives of the Study

The study was undertaken with the following objectives

1. To study the extent of awareness of the programme among primary school teachers.
2. To study the audience characteristics listening to the programme *Gyankalash*
3. To study the use of *Gyankalash* for teaching-learning process among teachers
4. To study opinion of the audience about the *Gyankalalsh*
5. To study the overall impact of *Gyankalash* programme on the audience

Methodology

Sample Selection

The study was undertaken by sending questionnaires to 1000 audience teachers who were registered with DPEP under *Gyankalash* Out of 1000 only 442 teachers sent back their completed questionnaire by sending their responses to the respective clusters and blocks The sample represented all clusters of the

Table 2
Different Phases of *Gyankalash*

Phase	Theme	Clientele	Period	Broadcast Days	Time	Duration	No. of Episodes
I	Integrated Teachers, Training	Primary School Teachers and Teacher Educators	05-10-2000 to 11-01-2001	Thursday Saturday	7 05 P.M to 7 20 P M	15 minutes	28
II	School Readiness	Teachers, Teacher Educators, Parents and Community	08-03-2001 to 12-05-2001	-Do-	-Do-	-Do-	20
III	Teaching of Environmental Science	Teachers and Teacher Educators and	17-05-2001 to 14-07-2001	-Do-	-Do-	-Do-	18
IV	Teaching of Hindi Language	Teachers, Teacher Educators & Pupils	08-11-2001 to 01-01-2002	-Do-	-Do-	-Do-	16
V	Teaching New Textbook Class I	Teachers, Teacher Educators and Pupils	16-04-2002 to 11-07-2002	Tuesday, Wednes-day & Thursday	12 30 P M to 1 00 P.M	30 minutes	38

four DPEP districts and all walks of life of the teachers.

Tools of Enquiry

A questionnaire-cum-opinionnaire was developed for the study with the help of experts in the field The opinionnaire contained questions based on information, knowledge about *Gyankalash* programme, the respondent's opinion about the programme and suggestions for improvement of the programme. A break up of the different thrust areas of questions is given below in Table III

Apart from above said opinionnaire other inadvertent modes of data collection were also used like.

- The in-built feedback mechanism of answering questions in 100 words
- Responses to questions at the end of each episode.
- Teachers' interviews for best responses.
- Publishing the question-answers in Giri Raj magazine under *Gyansurbhi*
- Discussions in monthly CRC meetings
- Work shop on evaluation of programme
- Broadcasting and enhancing interactions
- Phone-in programmes
- Audio-conferencing

Table 3
Description of Tools

S. No,	Type	Question Number	No of Questions
1	General Knowledge about *Gyankalash*	1, 2	2
2.	Phases and Contents	3, 4 (a)	2
3	Duration	4 (b, c, d)	3 parts
4	Prior information about *Gyankalash* episodes	5	1
5.	Objectives	6	1
6.	Theme/Thrust areas	7, 8	2
7	Use in teaching learning process	9	1
8	Orientation of *Gyankalash*	10	1
9	Queries/Questions for *Gyankalash*	11, 12	2
10	Opinion on its repetition and recording	13	1
11	Assessing *Gyankalash*	14, 16, 17	3
12	Informing pupils	15	1
13	Availability of infrastructure facilities	18	1
14	Suggestions for improving *Gyankalash*	19	1
15	Other relevant response about *Gyankalash*		

- Sharing field teachers' experiences on radio

- Opinion on various aspects of programmes

- Suggestions for the improvement of programme.

Some discussions were also held in various meetings, workshops and even State Resource Group of DEP meetings on *Gyankalash*. These group discussions helped in verifying the information collected or even reinforcing the data collected.

Data Analysis

After computerising the responses, the percentage of responses for each alternative were obtained. Views of the listners of the programmes were also analysed from various letters or responses received from the audeience in different phases of the programme, question-answer episodes and group discussions with audience. The data was entered, matrix was prepared and prints were taken. The data prints were cross-checked by checking the original responses randomly

Major Findings

1 *Gyankalash* emerged as a popular programme not only among the DPEP primary school teachers but also among non-DPEP districts as reflected in their letters and responses. Teachers of primary schools of DPEP districts of Himachal Pradesh were found regularly listening to the episodes of *Gyankalash*.

2 Teachers had a prior knowledge of the objectives, phases and the different aspects of the programmes. This was evident from the responses of the teachers to various parts of the questionnaire

3 Active learners expressed their interest in the programme by regularly sending their responses to All India Radio (AIR) on the questions asked in *Gyankalash* episodes.

4. Participants gained academically as revealed through informal feedback, formal responses and the questions posed Teachers were found to be benefitted from teaching of concepts in different ways as *Gyankalash* helped them to take a fresh look at the content. Creativity in terms of self-written poems, activities, innovative teaching games were also observed as an impact of the *Gyankalash* episodes *Gyankalash* was considered an innovative orientation-cum-training strategy which helped in community sensitisation on educational issues

5 Some primary teachers felt that these programmes acted as catalyst and inspiring factors as they helped them use innovative techniques in their classroom transactions. Teachers were found to use more Teaching Learning Materials and make their teaching "activity based" as a result of listening to these episodes of *Gyankalash* The radio lessons were found informative and supplemented the classroom teaching as indicated in the response to questions.

6 Format used for presentation of radio programmes in *Gyankalash* were said to be suitable, the language comprehendable. The contents were updated as was observed by the audience

7 Teachers took active interest in *Gyankalash* programme. It was traced from their involvement in the episodes, responses to questions asked, involving students to listening *Gyankalash* and also asking their family members to record episodes which they, at times, were not able to listen Poems, songs along with music were well appreciated by the teachers These were found to be stimulative and meaningful

8 Teachers found the training provided in its five phases useful, satisfactory and which upgraded their competencies

9. Most of the respondents rated *Gyankalash* as good/excellent. None rated *Gyankalash* below average.

10. The best part of *Gyankalash* was found to be "school readiness" episodes followed by its delivery mechanism Presentation style, quiz were also appreciated in *Gyankalash* as they motivated the children.

11. Teachers want the following changes to be made in the programme for its improvement:
- the duration should be raised.
- the frequency of broadcast should be increased.
- the written material on the episodes should be sent in advance
- model lessons should be presented
- audio/video record players should be provided to each school.
- the audio players/radio sets should be maintained properly.
- the programme may be repeated in the evening also
- there should be clarity in presentation. Professional presenters may be invited

12. Teachers gave some more suggestions·
(a) The programmes may be supplemented with video recordings and shown to teachers
(b) New innovative ways should be found as delivery mechanism.
(c) The *Gyankalash* episodes should be discussed among teachers in their regular meetings.

Suggestions

Based on the above findings and various observations made during the study, the following suggestions could help in better utilization of *Gyankalash* programme in particular and replication of similar programmes in other situations
(i) Radio is a powerful communication medium and its potentials must be utilised not only for orientations and training in different educational sectors.
(ii) Radio could be exploited for breaking the geographical barriers

and used for different kind of educational purpose with a minimum cost

(iii) The radio lessons used for educational purposes should be well planned as per needs of the target listeners. In case they are meant for teachers/pupils, the listeners should be well informed with proper time table, pre-post broadcast activity, and the way these lessons have to be incorporated into the teaching-learning process

(iv) The regular listening of the educational episodes needs to be ensured through regular monitoring mechanism

(v) The RCCP must be made available/accessible to the audience with regular maintenance.

(vi) Incentives should be attached to listening and proper evaluation mechanism of such programmes should be evolved to make them more effective and motivational.

(vii) Continuous and comprehensive evaluation mechanism must be evolved with each such programme.

(viii) Pedagogic value of radio needs to be utilised to its fullest potential.

(ix) There should be a good montage or beginning of the programme with pleasant music/poem/song so that it enables to arouse interest of the audience

(x) There may be orientation of the listeners along with periodic

meetings at local level to interact and make programme more effective as well as need based Such meetings may help in getting feedback by listening to their problems and suggestions

(xi) There should be a provision for replication of the programmes Some revision episodes based on 5-6 episodes be also broadcast.

(xii) Such programmes should be developed over a period and broadcast at local levels through the FM stations to meet the local demand.

(xiii) The radio programmes should be integrated into curriculum in addition to being complementary or supplementary

(xiv) Duration of a programme should be approximately 30 minutes with a frequency of twice or thrice a week.

(xv) The programmes should be of professional standards.

Policy Implications

The findings of the study and suggestions have a lot of bearing not only on teachers or teacher educators but also on the policy framers Some of the policy implications of this study could be as given below·

1 Due to its easy access, low cost and high pedagogic potentials in breaking the geographic barriers the possibilities must be explored to use

radio as a supplementary and complementary medium in education for orientation, training and teaching.

2   Due to its relative easy production and high enrichment value in learning, radio could be used for curriculum transaction at the primary level

3   Possibility be explored to use radio as a distance learning medium for those who could not be brought into the mainstream at the primary and upper primary levels. This could help in implementing the government programmes of *Education Guarantee Scheme* and *Sarva Shiksha Abhiyan*

4. Radio could be used as a powerful medium for taking education/literacy to the migrant populations, small and discrete hutments, tribal or other nomad groups.

5   Local FM channels need to be developed for educational purpose at the primary/upper primary levels This could cater to the local needsa of teachers, pupils specially the disadvantaged and challenged students

6   Programmes may also be developed on Gender Sensitisation, Women Empowerment, Environment Education, Human Rights, Consumer Education, etc These could be regularly broadcast as educational programmes and serve as tool for lifelong education

7   Guidance/Counselling to help teachers, pupils and parents may also be introduced

8   Developing radio lessons may help the teachers to earn some credits which could help in their promotions/increments/trainings. They may slowly become experts in radio lesson It may be mandatory and teachers may listen to them and also make use of them on a regular basis.

9   All the primary schools must be provided with RCCPs A regular grant for their maintenance including meeting the cost of cells, battery etc may be given.

10 Thematic as well as contextual issues must be addressed to through regular radio broadcasts Issues of national importance could also be broadcast in between.

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Education of the Muslim Girls: Strategies to Overcome the Problems

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Muslims are identified as educationally backward in India by the High Level Committee on Minorities and Weaker Sections headed by Gopal Singh Muslim girls are more backward as far as their education and literacy rate is concerned. The Government and Non-Government organisations should work collaboratively and parents and the community should cooperate with the above organisations for universalisation of education of muslims

The entire globe is experiencing an economic crisis Perhaps this is the main cause for the present school education scenario To overcome this situation, some innovative programmes including stipend and other support programme should be amalgamated to retain the students in school education and to enhance enrolment. Hence very few students are enrolling in secondary and higher secondary stage Subsequently this kind of problem will have a significant impact on human resource requirements at higher stage and will accelerate the expected progress or growth of the society in particular and country in general

After Independence, efforts have been made to universalise elementary education in pursuance of Article 45 of the Constitution of India Education for All (EFA) programmes have been launched to ensure universalisation of primary education.

The National Policy on Education (1986) stressed for the centrally sponsored scheme to introduce Science, Mathematics, English and Hindi on voluntary basis in traditional institutions. The objective of this scheme

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is to promote traditional institutions like Maktabs and Madrasas with Science, Mathematics, Social Studies, Hindi and English in their curriculum and also to provide financial help This scheme will provide opportunities to acquire education that is compatible to the national education system

The National Policy on Education, which guides educational development, is considered a breakthrough in addressing gender issues. The Policy says, "The National Education system will play a positive interventional role in the empowerment of women." It also will foster the development of new values through registered curricula, text books, the training and orientation of teachers, decision makers and administrators and the active involvement of educational institutions The removal of women's illiteracy and obstacles inhabiting their access to, and retention in, elementary education will receive overriding priority. It states "as the women literacy and girls education is lowest among educationally backward minorities, in the schemes of opening of girls schools, appointment of lady teachers, opening of girls hostels and providing of incentives in the form of mid day meals, uniforms etc. minorities' needs should be fully met. A production cum training centers for crafts exclusively for girls preferably with women instructors to the extent possible in each of the identified minority concentrated districts. This will be done by state governments" (NPE, 1986).

The Prime Minister's 15 Point Programme for Welfare of Minorities was launched in May, 1983. Regarding the educational conditions of muslims the revised 15 Point programmes emphasized to put concerted efforts for achieving 100% enrolment of girls at secondary and higher level Necessary pre-requisite such as providing user friendly text books making curriculum relevant to day to day life, making the time flexible and gender sensitive facilities are given importance in the revised proforma for welfare of minorities in general and of muslim women in particular.

A commitment by the Government of India to provide free and compulsory education for all children upto the age of fourteen through its constitution gained momentum after NPE 1986 and POA 1992 The global declaration on Education for All (EFA) adopted in Jomtein 1990 gave a further fillip to the national commitment for providing basic aspects within the country felt the need for viewing basic education as fundamental right to each and every citizen of the country In India the Basic education is considered as the key for sustainable socio-economic development, peace and stability within and among countries and a categorical statement within the Dakar Framework for Action The country has been making concerted efforts to achieve EFA goals including to provide basic education for all by 2010 through its mission mode programme of *Sarve Shikha Abhiyan* (SSA).

General Problems of Education of Women

Female Education was considered less important than male and very inadequate provisions were made for its development during the Moghul Period The royal family women during the

Turco-Afghan Rule were given private tuitions to teach arts and crafts (Yusuf, 1959) Quassim Emin demanded better education for women as it is indispensable and a means to overcome the economic misery as the former factor contributing the low status of women

The *National Curriculum Framework for School Education-2000* (NCFSE) emphasises for making education accessible to more and more girls, especially rural girls, removing all gender discrimination and gender bias in school curriculum, text books and the process of transaction The girls belonging to the scheduled castes, scheduled tribes and minority are disadvantaged. So adequate attention is to be paid and facilities to be provided for education of these groups. The negative attitude of teachers, parents and community towards girl child and girls of disadvantaged sections must be changed Education must be taken as a constitutional right for their empowerment The framework affirmed the need to develop and generate inclusive and gender sensitive curricular strategies to nurture a generation of girls and boys who are equally competent and are sensitive to one another, and grow up in a caring and sharing mode as equal and note as adversaries

Problems of Education of Muslim Girls

Education helps to acquire knowledge and Islam never ordained against the education of women. Islam believes that education is a useful accessory to make good muslim Enriched knowledge would be an assest for both the sexes as it sharpens rational faculties along with physical ones and it further promotes to reach the higher planes of spiritualism Acquired knowledge helps to differentiate the good from evil including the path to reach heaven and guiding to happiness. Since moral education has occupied an important place in Islam Although Prophet Mohammad favoured Education for women but the objectives of Quran are totally ignored. Many vital principles of Islam including education for girls are misinterpreted and thought it as an unnecessary step. The Muslim sector perhaps the most educationally backward community of the country, in the present times a situation that has been created due to the misunderstanding of the principles of the holy book. Lack of education made muslim women inferior to men and subsequently their status became low

Researches in the area of education of Muslim women revealed their low educational status in different parts of the country InduKumar (1976) in her study found low educational facilities and educational status of Muslim Women in Kerala. Similarly Rajwade's (1980) study revealed low status of Muslim women of Madhya Pradesh in comparision to other communities. Mandal (1992) found low literacy of Muslim women in his sampled areas of rural West Bengal.

Though the Government is very considerate towards Muslim girls education (free concessions, scholar-ships, seat reservation) the number of literate girls is still less when compared

with women belonging to other communities. The parental attitude, the influence of veil or seclusion, early marriages and school location are perhaps few factors that hinder educational progress of muslim girls Among other major barriers cultural taboos, resistance to co-education classes, teacher absentism, lack of female teachers are helping in growth of illiteracy among muslim girls.

Growth of Literacy after Independence

On time and again the Literacy rates have registered an increase in India. In 1951 the total literacy rate was only 16 67% which rose to 52 21% in 1991 The total literacy rate in India was 62% in 1997 i e. 73% for males and 50% for females However, the literacy rates in rural and urban were 56% and 80% respectively Though the disparity between male and female, urban and rural literacy rate exists but it has substantially reduced over the years.

According to the 2001 census, the literacy rate has gone upto 65 38% out of which 75 85% in males and 54 16% in females. The number of illiterates decreased by 31.9 millions for the first time, on the other hand the number of literates has increased by 203.6 millions in the last decade At present, over three-fourth of the male population and over half of the female population is literate In the last decade the female literacy rate has increased by 14,87% as against 11 72% for the males. Thus the gap between male and female literacy rates narrowed to 21 7% in 2001 than

24.84% in 1991. The entire country has registered an increase in literacy rates of both males/ females.

The adult literacy rate in 1991 was 48 54% out of which 61.89% and 34 09 for males and females respectively The literacy rate increased to 57% in 1998 In 1998 the literacy rates for adult males and females rose upto 70% an 44% respectively

One can notice large regional and gender disparities in the growth of literacy. According to the provisional results of Census of India (2001) The lowest literacy rate (30 01%) was reported from Dantewada of Chattisgarh and the highest literacy rate was reported from Aizawal district of Mizoram (96 6%) Around 81 districts have lower literacy (below 50%) rate and 297 districts have lower literacy rates than the national average of 65.38% on the other hand more than 59 districts have about 80% literacy rates. Majority districts in Kerala and Mizoram have 80% literacy rate While in Bihar, M.P., Rajasthan and U P., 57 districts have lower than 50% literacy rate. Bihar's Kishanganj has the lowest female literacy rate (18 49%) while Aizwal district of Mizoram has the highest female literacy rate in the country (96 06%)

In about 253 districts, the female literacy rate is lower than 50% and in 313 districts it is lower than the national average of 54.16% About 11 districts male-female differential in literacy rate is lower than 5% points, and most of these districts are in Kerala and Mizoram The maximum male-female differential in literacy rate is recorded

in Sawai-Madhopur District (41 3%) in Rajasthan. In about 100 districts the male-female differential in literacy rate is above 30% points as against 222 districts having a differential of more than 25% points. The census data on education and on socio-economic status is not cross tabulated on the parameter of religion. But assessment of the situation of education of muslim women can be made on the basis of some sample surveys conducted on localized basis The study by Abeda Seminddin (1997) can be mentioned here. According to her survey, literacy rate of muslims women was less than women of other communities Even literacy rate of urban muslim women comes to 40.1% and that of rural muslim women 23.9%. Similarly the survey conducted by Hamdard Education Society shows the clear picture about low literacy status of muslim women. The survey puts literacy figure amongst muslim females in Kishanganj (Bihar) and Dilwara (Rajasthan) as 22% and 12% respectively

The literacy status and levels of education among the Muslim women is very low From the study of Mandal (1992) it is revealed that in the six villages (sampled area) of West Bengal the literacy rate of the Muslim women is only 22 89 per cent. Among the literate women, 68.27 per cent have education upto primary level, 27 63 per cent upto secondary level, 3 35 per cent upto Madhyamik Level and only 0 75 per cent upto graduate level

The Indian Constitution is a very enlightened constitution and accords women equal status with men But in reality women do not enjoy equal status Government has taken so many initiatives for educational empowerment of women in general and muslim in particular. While government action and steps are necessary to provide social justice and remove inequalities they can became effective only if society/ community's attitudes and outlook change for this social action is most important.

Strategies to overcome Problems

● **Social Taboos** Blind belief, superstitions and social taboos are major obstacle to modernisation Due to these some parents are not interested to send their children to institutions where modern subjects are taught They send them to traditional institutions. In the modernisation of Madrasa education scheme launched by the central government in the year 1994 has given adequate emphasis on teaching of modern subjects like science, mathematics, social studies and English in traditional Maktabs and Madrasas

● **Attitudinal Problems**: Attitude is the innate disposition or feeling towards a group of people or an object. In a diverse country like ours, people may show negative attitude towards other communities. Studies revealed that even parents show a biased behaviour towards their daughters So the need of the hour is awareness generation. For achieving universalisation of primary education adequate emphasis must be given on

girls education and education of girls of weaker sections and minorities in particular. The media, newspaper should play active role in creating a conducive atmosphere

- **Distance of Schools:** One of the obstacles on the way of universalisation of elementary education is distance of school from home

Suggestions for betterment of education of Muslim Girls

- Voting rights should be given to those parents whose children are in school or literate and this should be strictly legalized in the best interest of the community and the country
- The government through its schemes should finance the education of the girl child practically to enhance the literacy rate
- Feedback mechanism/monitoring system should be transparent, time bound and democratic to achieve the target if not to renovate to fulfill the constitutional obligations
- Parents/guardians/administrators/ planners/teacher educators should be made to cooperate with the people of the programme by that a kind of warfoot awareness should be created for 100% success.
- Appointment of adequate number of lady teachers to enhance the confidence of students/parents to boost enrolment.
- Introduction of appropriate vocational courses in government

polytechnics as well as at higher secondary level based on local resources and demands

- In minority concentrated areas programmes may be arranged to provide quality education, like Kasturba Gandhi Shiksya Yojana.
- Residential/ hostel provision particularly for girl child to stay during the course studies like Ashram schools
- Without the country data, it will be difficult to innovate the present school education scenario, hence such studies should be given priority.
- Separate budget allocation for minority girl child education in particular and minority education in general should find a place in our five year plans
- The scheme may be implemented for payment of scholarship of girls students based on merit-cum-means.
- Admission to girl students in technical and professional courses may be encouraged by providing suitable package of incentives

Conclusion

It is not only the responsibility of government but also the non-government organisations and community members to enhance growth of enrolment of girls The community should move forward for education of girl children The NGOs through their awareness campaigns ensure that there is maximum participation of women from

backward and deprived communities for universalisation of elementary education. Parents should also not as a link to update themselves with the trends in the globe

The need is to orient the school administrators and planners in a special way for monitoring of student mobility and to put a check on drop out rate. A special campaign is also to be innovated to attract the girl child from home to school to promote the girl child education and literacy rate.

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PROFILE

Sarvepalli Radhakrishnan

"HE was gentle. Elements blend in him that the Nature would raise and say, 'This is a Man" This anonymous saying would be much befitting to the philosopher king, Dr. Radhakrishnan, who began his career as a simple teacher to raise to be an academician of par excellence and occupied the highest office in India Comments from the Mathematician and philosopher, Bertrand Russell could be the towering one when he said. " *It is an honour to philosophy that Dr. Radhakrishnan should be the president of India and I, as a philosopher take special pleasure in this. Plato aspired for philosopher to become king and it is a tribute to India that should make a philosopher president.*"

Born in a middle class family at the border between Andhra Pradesh and Tamil Nadu in 1888, Radhakrishnan took serious interest in schooling though financial contrains of the family posed problems. After completing his schooling from Lutheran Mission High School at Tirupati, the famous abode of Lord Venkateshwara, he joined the Voorhees College at Vellore to take a Fellow of Arts (F.A). As was the practice of early marriages, he got married with his cousin (as this too was common) Sivakamamma. He joined the Madras Christian College for his higher studies

for his B A and M.A. degrees Undecided and unclear about the course to study and career to choose, he was guided by the book which was given to him by his cousin who was his senior in the college. The books were Stout's Psychology, Walton's Logic and Mackenzie's Ethics His wavering mind took a firm decision to choose philosophy as the main subject of his studies. A serious and promising student, his quest for intellectual curiosity was insatiable and he read voraciously. The only other thing he did was praying to God He claimed, "That faith (in God) never deserted me through thick and thin, and even today it is that which sustains me in varied action which I am called upon to undertake. "

During his study at Madras Christian College, he came under the influence of Professor Aalfred Hogg, who disagreed with the view and attitude of many of his colleages that Christianity is the only rational religion. As part of his M.A course, Radhakrishnan wrote a dissertation on the *Ethics of Vedanta* at age of twenty This was an attempt to reply the critiques levelled by his teachers that Hinduism in general and Advaita Vedanta in particular provide no firm basis for practice conduct.

In the year 1909 he passed out his M.A and joined the Presidency College, Madras where he lectured to the

Intermediate, B A , B.A., (Hons.) and M A students. He joined the Teachers' College, Saidapet for the Licentiate in Teaching (L T.) in order to qualify for a permanent post of Assistance Professor. He was exempted from attending classes of Psychology as he was teaching in the college. In the year 1911 his article "the Ethics of the Bhagavatgita and Kant" was published in the International Journal of Ethics which attracted the attention of Bal Gangadhar Tilak.

His first encounter with Gandhi was in 1915 when Gandhi returned from South Africa and was emerging as the leader of the Congress and an advocate of mass participation in Indian politics. The meeting was very interesting one in his own words,

Gandhi said to me: Don't drink milk, which is the essence of beef

I replied· In that case we are all cannibals, For we drink our mother's milk, which is the essence of human flesh The conversation then turned to medical refusal.

Gandhi· Thousands of birth take place in jungle, They do not need any medical attention

I said Thousands die in the jungle too.

How do you know?

How do you know?

Natesan, who was a common friend intervened and said to Gandhiji: 'Don't you know he is a Professor of Logic?'

His book , the Philosophy of Rabindranath Tagore was published in 1918 in which Radhakrishnan described Tagore, " Tagore's supreme spirit is a not an abstract entity residing at a safe distance from the world, but is the concrete, dynamic life at the centre of things, giving rise to the road of the wind and surf of the sea.". Tagore later complimented him for his "marvelous gift of speech and originality of thoughts"

In 1916 Radhakrishanan shifted to the University of Mysore as professor of Philosophy in the Maharaja's college where he was popular *not only among students but also among teachers for his unassuming simple habits, the characteristics patience with which he listened to everyone, and for his sparkling wit and humour* .

His sojourn in Calcutta was in a way most productive period of his life. His monumental work, *Indian Philosophy*, Volume I was published in 1923 and George Allen and Unwin, London published second volume of the same. The impact of the book was so immense that the fourteenth edition of the Encyclopedia Britannica asked Dr Radhakrishnan to write an entry on *Indian Philosophy*, His *Indian Philosophy* paved way for the establishment of Philosophical Congress as a platform for philosophers at the national level The first session of the Congress held in Calcutta in December in the same year was presided over by him.

Radhakrishnan was invited to give lectures in various forums in the United Kingdom and was elected as the Upton Lecturer at Manchester College, Oxford for the year 1926. In the USA, the University of Chicago elected him as the Haskell Lecturer in Comparative Religion for the same year His lecture at the Manchester College on 'the Hindu View of Life', which was delivered with out a scrap of a note to assist him, pulled people and scholars to him

He served as the Vice Chancellor of the Andhra Pradesh University from 1931–36 and the Banaras Hindu University (BHU) from 1939–48. This was the period that his academic as well as the administrative mettle were proved to be the best and the universities felt their best of their times. He gave equal weightages to teaching and advanced research in the universities He believed that research was the basis for efficient teaching while appreciating teachers who excelled in their academic pursuits. On the first day of assuming office of the Vice Chancellor at BHU, he was requested to deliver a lecture on the Gita by Pandit Malavya and other students which he agreed

He, as a Vice Chancellor realised the two duties - one to see that the standards of teaching and research to be kept high and the other to ensure that the administration was prompt, clean and just. He, with his strict binding on expenditure reduced the unplanned extra expenditure The Silver Jubilee of Banaras Hindu University was celebrated in 1942 with Mahatma Gandhi as the chief guest and Rajendra Prasad, Jawaharlal Nehru, and Jugal Kishore Birla, Syama Prasad Mookerjee, Smt Vijay Lakshmi Pandit as special invitees. Gandhiji in his speech mentioned, *"Malavyajis and Radhakrishnans are rare and the thousands can not achieve what they have done"* During his three terms as Vice Chancellor, the University witnessed tremendous progress many departments were opened, unplanned extra expenditure was reduced and

turbulent period and strikes were amicably brought down

In 1947 when the British decided to leave India, a Constituent Assembly was set up to decide the constitution of independent India, Radhakrishnan was one of the representatives from Uttar Pradesh Though he could not attend regularly the meetings of the constituent assembly due to his participation in the UNESCO conferences, his assignment at the Oxford University and with the pre occupation with the Education Commission, he dominated the members by his eloquent and provocative speeches.

When Jawaharlal Nehru wanted higher education of the country to be embedded with values and character building mission, he found Radha krishnan to be the chairman of the University Education Commission which he accepted with all sincerity and commitment. The purpose of education, the Commission's report said, 'is to lead us from darkness to light, to free us from every kind of domination except of that reason,....to free as from shackles of ignorance, prejudice and unfounded beliefs." It emphasized the importance of inter-disciplinary studies and upheld the view that "the divisions of subjects into Science, Social Science and Humanities are not exclusively. It will be wrong to assume that science is amoral or in difference to values Science is not to be taught something external to man It is one of the greatest of the creations of the human spirit Its aim is not only to utility or success but the pursuance of truth."

Nehru chose Radhakrishnan to be the successor of Smt Vijay Laxmi Pandit to be the Ambassador of Soviet Union. Nehru said, "this sending of Radha-krishnan to Moscow is rather an interesting experiment I am more and more giving to be the opinion that we should speak a little more the language of India in foreign countries, i.e. to say the language of the Indian mind. It may seem odd to others but it should make them think a little and realise that India is not just a copy of the west" On reaching Moscow on 14 January 1950, Radhakrishnan received a message from Kremlin that Stalin wanted to meet him the same day and it was very unusual as Stalin met very few diplomats. Keeping in view of Radhakrishnan's habit of going to bed early his meeting with Stalin was fixed at 9 00 p m., instead of at mid night, the usual time as given to diplomats and others for audience with him The meeting Radhakrishnan addressed Stalin as Marshal and by Stalin as Professor, not contemptuously but with a view deference to his learning and wisdom. The first question Dr. Radhakrishnan asked Stalin was "Mr Chairman, Sir, Why it is so difficult to meet you" Stalin smiled and replied "Is it difficult to meet me? You are meeting me now" Stalin took seriously whatever Radhakrishnan said about Indo-Soviet relation. When Radhakrishnan was nominated to the post of Vice President of India and left Soviet Union, Stalin said "You are the first person to treat me a human being and not as a monster. You are leaving now I am sad I want you to live long I have not long to live". Stalin bade him farewell with moister in his eyes. Such a show of emotion by Stalin was unprecedented

As the Vice President of India and the chairman of the Rajya Sabha, he conducted the business of Rajya Sabha with dignity and regulations, keeping all sections cool Jawaharlal Nehru remarked "You have made this house with yourself as chairman a unique place and converted it into a large family under your guidance". He visited far and wide during his vice presidentship. He was the first Asian to be elected as president of the 7th session of the UNESCO General Conference held in October, 1952. He, in his thanking address remarked, "It is essential .. .that we should will not merely peace, but the conditions that are essential for securing peace ...No man can attain happiness in this world if he feels hungry or cold, if he is a slave to other men, if he is surrounded by filth and disease, and if he does not have some leisure for recreation, for reflection ' His addresses and speeches in the UNESCO Conferences were always taken seriously as the voice of the developing countries He always wanted UNESCO to stand beyond the political divisions. It was due to his influence that UNESCO undertook a project for "an Objective study of World Religions"

In the year 1962 he was elected to the highest office in India and assumed office as the President of India.. He concentrated on India's development. During the Chinese aggression Radhakrishnan boosted the morale the countrymen and army by his inspiring speeches

The Vatican awarded him the highest honour for the Head of a State as a Knight of the Golden Army of Angles His long and varied carrier came to an end in 17th April, 1975. One leading daily described him, "Very few leaders of modern India combined scholarship and statesmanship displayed by Dr. Radhakrishnan "

Academic Editor

Book Review

Education for All . IS THE WORLD ON TRACK? EFA Global Monitoring Report. UNESCO Publishing. 2002 Paris P 310 Unpriced.

Monitoring of Education for All (EFA) is no small task even at the national level in countries like India. Many countries seldom do the business. Monitoring the very aim of extending (primary) education to all was an outcome of global initiative by the UNESCO That was mooted by the world conference on EFA held in Jomeitin on 1990 and the six major goals of the World Education Forum held in Dakar in 2000 The national governments were sensitised to the cause of education of children, the young people and the adults by the above global initiatives in which the international agencies, NGOs and the countries of the world came closer to eradicate the ill poverty as education is a weapon to fight against poverty A major development at the Dakar Forum was the resolution that all parties should be accountable for their record in meeting the commitments they have made National governments pledged their commitments to securing the goals Maximum efforts have been put in by the national governments, the international agencies in the form of technical and financial support to reach the goals At this juncture, the UNESCO, which is a major global partner to each country in achieving the goals of EFA, has made an attempt to look back and take stock of the situation and the progress made by every party involved in the mission. This EFA Global Monitoring Report of UNESCO is an outcome of tireless efforts by team of educationist, staticians, technical experts under the leadership of Christopher Colclough Besides taking stock of the progress made by the countries so far, the report analyses the progress made by each country goal wise and the number of goals achieved by countries and regions with global trends, as also the future possibilities of achieving the number of goals by number of countries and countries which could not be achieving any of the goals.

The Report consists of six chapters with a summary and an annex of statistical tables with a technical introduction. As stated in the foreword by the Director-General of UNESCO, Koichiro Matsura, the report charts progress against the six Dakar goals and targets, highlights effective policies and strategies, and alerts the global community to emerging challenges for action and cooperation

Chapter one of the report "Education For All is Development" serves as an introduction to the report by examining the attention need to be paid to the six goals. The second chapter, which is the core of the Report, answers the progress towards the goal by evaluating the progress goal wise. The chapter three, Planning for EFA presents the challenge of Dakar framework and planning for

HIV/AIDS to combat conflict, disaster and instability, credible planning and credible plans. The chapter four analyses the resource requirements for reaching EFA The chapters five and six address the meeting international commitments. (as a response to Dakar), and prospects and opportunities respectively. The annex with a technical introduction provides rich source of data on various aspects of EFA in the countries.

The first chapter one 'Education for All is Development', while examining why the EFA goals need such attention, deals with three types of arguments, which are in favour of providing compulsory education for all. The first derives from ideas of human rights. The second, Extreme Work, informs by notions of *individual capacity and capability* The third perspective concerns the ways in which education helps people and societies to achieve other desired development goals. The three arguments are briefly discussed First being education as a human right, quotes from the article 26 A of the Universal Declaration of Human Rights (1948) which declared 'elementary education shall be free and compulsory, and that the higher levels will be equally available to all on the basis of merit Where the right to education is guaranteed, people's access to an enjoyment as other right is enhanced and the imbalances in life chances are lessened. (P. 30)

The second part of the first chapter discusses education and human capabilities After a brief analysis of various development theories of west and the east, this part of the chapter devotes almost a page to Nobel laureate, Amartya Sen and his Capability Approach, which defines that development occurs when people are more able to achieve what makes their lives valuable. The objective of development, according to Sen, *should be to promote and expand the freedom that people have to enjoy valuable being and doings* The 'beings and doings' will vary and would include avoiding illness, being well-nourished, and literate, having self-respect or enjoying relationships and work (P 32)

This section also presents that the process of education which may be instrumental to displacing the negative process For example, it illustrates compulsory primary education if it is both provided and enforced, will reduce child labour.

Chapter two of the Report takes stock of the progress made towards the Dakar EFA goals. It presents goal wise analysis of the progress made The achievement of the first goal. "*expanding and improving comprehensive early childhood care and education (ECCE), especially for the most vulnerable and disadvantaged children*", which has been underscored as the important part of a comprehensive approach to achieving EFA both by the World Declaration on EFA (Jomtein 1990) and the Dakar Framework Action (2000), is analysed in four dimensions the benefits of ECCE, the diversity of areas of learning, data on indicators, patters and provision and trends in participation in ECCE The chapter reports

However, for most countries around the world, this (ECCE) field is a relatively new and uncharted area of learning. The challenge is a to develop strategies –

formal and informal – that respond to specific socio-cultural and economic contexts, in countries where governments are constrained in their ability to find resources for ECCE Regretting about the non-availability of data as information about ECCE are in their infancy both at national and international level, the report clearly states how this hinders policy development and assessment of global progress The five Asian countries – Cambodia, Kazakhstan, Kyrgyzstan, Tajikistan and Vietnam are praised for their co-operation to identify and describe types of ECCE and develop common indicators The given figures on participation in early learning shows for number of developing countries, Bahrein, Lesotho, Mongolia, Republic of Moldova, Suriname and Trinidad and Tobago have high participation rates with 20 hours or more per week Regrettably India has only 37.7 % of children in the age group of 36 - 59 months attending some form of organised ECCE The trends in participation is not able to be assessed fully when it says, *"To assess progress in ECCE since the World Education Forum in Dakar 2000 is not yet possible "* Data at macro level are no more recent than 1999. From the figures *given it could be concluded that (i) developing and developed countries alike are expanding ECCE provision (ii) in a number of countries in Eastern Europe and Asia, enrolment in ECCE is falling (iii) a number of countries, mostly sub-Saharan African countries show lower enrolment rates with a lack of progress*

Progress made towards the goal 2, achieving Universal Primary Education is analysed in the second part of the chapter. It begins with a shock, " More than 100 million children in the world are still deprived of access to primary education and all of whom are from developing countries with a majority of girls." The data about Gross Enrolment Ratios (GERs), Net Enrolment Ratios (NERs) by regions up to the year 1999, the variation in GER and NER by regional, classification of countries / territories according to the level of their GER and NER, estimates of primary school enrolment and attendance (1998 –2001) are given

The analysis of the Goal 3, Learning Needs of all Young People and Adults presents the learning programmes of youths and adults as a world of diversity. Arguing that learning should not be restricted to school age, this part of the chapter brings some important programmes of out of school children and young people in select countries. A comparative study of Senegal, Guinea, Uganda and Kenya found that adult education programmes are more likely to succeed, if the acquisition of literacy is an integral part of activities designed to improve livelihoods, rather than the other way around Highlights of the success programmes / stories presented in boxes would help for replication of the programmes.

The Goal 4, Adult Literacy traces the development of adult literacy. The salient points of this section are: (i) past decades saw steady growth of the literate share of the adult world popultion from roughly 70% in 1980, 75% in 1990 to 80% in

2000. (ii) in absolute number in 1980 the world had 870 million illiterates, in 1990 it was 880 and in 2000 in was 860 million and the figure would be around 800 million in 2015 (iii) in 2000, close to two-thirds of all illiterates were female and the gap is closing exasperatingly slow

At the regional level, the countries of the developing regions –sub Saharan Africa, the Arab States and North Africa, and South and West Asia have made progress, all the more so in the light their high rate of population growth Illiteracy increased in all three regions during 1990s together accounting to 65% of the globe's illiteracy In 2000 it was 70% and the year 2015 will see about 80% illiterates of the world in these three regions. i.e 207 million in absolute numbers

At the national level countries with below 50% literacy rate are: Burkina Faso, Mali, Mauritania and Niger Twenty countries fall in the range of 50% – 70% and a number of countries in the range of 70% – 90% and 90% above from all the regions Expectedly India had the 34% of the world's illiterates in 2000 which will go by one percent more in the year 2015 where the rest of the world leaving the Brazil, Indonesia, Ethiopia, Nigeria, Bangladesh, Pakistan and China has 28% of the illiterate population All but one (Ethiopia) belong to the E-9 group of high populated countries.

In the next section the goal 5 *Gender Equality* is monitered. The progress towards the goal in terms of enrolment in primary education both at global and country level. The GER increased by 3 % from 93 1% in 1990 to 96 5% in 1999,

while the boys rate fell slightly from 105 5% to 104%. All developing regions but one (Latin America and the Caribbean, where gender parity is almost a reality, GPI = 0.98) experience improvement in girls' enrolment

The country level gender parity index (GPI), GER in primary school are given which show nearly two-third of the ninety-two countries for which data were available, girls improved their situation in enrolment, eleven countries experience a decline in their GPI, in twenty five countries, the GPI remained unchanged over the period. The Report then goes on to present the access issues in three dimension viz Disparities in access favour of boys, gender parity, disparities in access favour of girls Under the section *Learning Process*, the chapter deals with repetition rates, survival up to Grade 5. It concludes (i) in almost all the regions boys are more likely to drop out and in a number of countries access to schooling is in favour of girls (ii) countries where girls have very low access and could not complete school less than boys (iii) overall evidence suggests that although boys are more likely to be enrolled in school, girls are more likely to stay there until Grade 5. The section under *Secondary Education* provides the status of the progress towards gender parity in secondary education.

The section *Teachers in Primary Education* discusses the proportion of women among the teaching staff in school. The women teachers in 1999 in the regions are: (i) Sub-Saharan Africa has the highest number of countries where women represent less than half

of the teachers staff i e the lowest share of women teachers (ii) the Latin America and Caribbean have predominantly women as primary teachers (iii) in Arab states women represent one-half or more of the teachers in two thirds, of the countries for which the data are available, ranging from 20% in Yemen to 75% in Qatar (iv) Asia and the Pacific, has both lowest as well as the maximum values

The next section takes the Goal 6 Education Quality for vivid discussion In finding the definition of education quality, it provides the flow chart table input - process – outcomes The inputs includes (i) the school (Curriculum content, textbook and learning materials, teacher qualification, training, morale, commitment, etc) (ii) Student characteristics (aptitude ability, perseverance / commitment, nutrition and health, School readiness, attended ECCE, Gender, etc) (iii) Household / community characteristics,. The process includes (i) school climate and (ii) teaching and learning. The outcomes includes (i) achievement, (ii) attainment and (iii)standards

The last section of the chapter, which is perhaps the core of the Report itself, is the assessment of the goals achieved by the countries. Titled as **Is the World on Track?**, this section first presents the methodology for the assessment of the three of the six goals, viz universal primary education (UPE), adult literacy and gender equality and the concluding part presents the overall assessment of the world's progress towards the meeting them The methodology followed for the assessment is interesting and it may not

be exact figures as the exactness is not ascertained in many cases Any country occupies a certain position in relation to each of the Dakar Goal · *it may have reached the goal already, or be close to it or far away*, this will be called the static dimension. Any country is also located in a certain trajectory in relation to each goal, moving towards it or away from it, this is termed the dynamic dimension The two dimension are integrated and compared on the basis of explicit criteria, forming a matrix of four quadrants. The four Quartrants are Quadrant I – countries that are at risk of not achieving the goals', Quadrant II - countries close to the goals and moving closer Quadrant III. low chance of achieving the goals and Quadrant IV : serious risk of not achieving the goals. It would be of some light for reader how the countries found their place in the Quadrant

Presented in colour the analysis of the countries placed in each Quadrant, the framework gives the assessment of three goals, UPE, in reference to NER, Adult Literacy, gender equity The last section of the chapter brings some conclusion about overall progress world wise This part also provides assessment of Dakar goal achievement by region and by population By making a strong statement, the results of this analysis indicate that **the world is not yet on track,** the report cautions, almost one-third of world population live in countries where achieving the goals set out in the Dakar Framework for Action will remain a dream unless strong and concerted effort is made to reverse the observed trends Countries in the regions of South

and West Asia, Sub-Saharan Africa and the Arab States and North Africa are hardly even moving in the right direction at present and there is a high risk that they will not be able to achieve the goals by 2015. The populous countries in East Asia and Pacific are making some progress, but will not achieve the goal without intensified effort

The next chapter, Planning for EFA addresses the basic question 'Is the planning challenge being met? Reaffirming that the realization of EFA requires sustained political support, realistic choices about the allocation of scarce resources, and an environment that enables people to engage in an inclusive process of making plans and taking decision, this chapter presents the sad state of planning for EFA at the national levels   Only 22 countries (2 from Arab states, 6 from Asia, 3 from Caribbean, 11 from sub-Saharan Africa) have either indicated their completion or intention to finalise a national Plan of Action for EFA by the end of 2002. The legislative provision by enacting laws by more than 55 of the countries set an essential basis for strengthening the right to education and creating a platform on which EFA planning can build, says the Report

The Report further provides the state of planning frameworks, budgetary allocation for EFA, civil society and planning for EFA, planning for HIV/ AIDS, planning to combat conflict, disaster and instability These all have been discussed and presented with illustrations of country plans The section under *Credible Planning, Credible Plans* analyses the six factors which are seen as critical facets of planning for EFA by governments NGOs and funding agencies

The UNESCO guidelines for preparing EFA Plan (2001) and the office in Bangkok EFA planning Guide for South and East Asia which incorporates a projection model (UNESCO – PROAP 2001) are found mentions to give insight for the nations to keep in mind for future planning The Guide argues that *the EFA plan should not be an additional plan to already existing plans. Instead, the EFA plan should be a framework in the form of a large programme, integrating in a coherent way all EFA aspects of all other presently valid plans and policy documents.* The figure 3.1 explains relationship between EFA plans and other plans on strategic instruments, including EFA related activities how an EFA plan should integrate all the existing and proposed programme activities of EFA.

The chapter four, *Resources for Achieving EFA* in the first part after glancing through the studies on EFA cost studies conducted at various levels and various countries by various researcher and agencies concludes that all attempts to assess the costs of achieving UPE must be carried out on a country-by-country basis. The World Bank study (which the report assumes to be more comprehensive) investigated the financial characteristics of 51 countries that have provided the necessary data, distinguishing ten 'high performing countries' The authors found that these countries

- devote a higher share of national resources to public primary

education (1.7% of GDP compared with the sample average of 1.4% of GDP);

- exhibit approximately average unit costs (spending the equivalent of 12% of per capita GDP per public primary student, compared with 13% in the full sample),

- have teacher pay levels which are similar to other groups (spending 3 6 times per capita GDP per teacher),

- spend slightly more of their recurrent budget on non-salary items than other country groups;

- have pupil-teacher ratios of about 40.1, and

- have much lower repetition rates than any of the other groups (8 2% compared with a sample average of 17%)

The sections under *Gender targets* and the demand for schooling, the costs to education of HIV/AIDS The section on HIV/AIDS looks into the impact of HIV/AIDS on resources availability for EFA, HIV/AIDS cost implications for learners; HIV/AIDS cost implications for educators, cost implications of adjusting education programmes to HIV/AIDS; and cost implications of the education management response to HIV/AIDS.

The next section, *Education in Emergencies* covers definition of emergency Education, its dimensions, resource requirements for emerging education, community participants, etc The last part of this chapter 'How much is really needed to achieve EFA'? tells researchers the required expenditure for various aspects of EFA listed in the

chapter, viz estimation for UPE, girls education, HIV/AID, countries in emergencies.

The fifth chapter, Meeting International Commitments, *the response to Dakar* speaks of the aids flow to EFA in developing countries, bilateral aid to education, multi-lateral and to education, World Bank assistance and the total aid flows to education as the EFA goals – The World Bank stands as one of the major providers of concessional finance to education during 1990 The recent international initiatives (announced since the Dakar), are listed out The World Bank's Fast Track Initiative (FTI) would cover the eighteen low income and low enrolment countries each of which had a Poverty Reducting Strategy Paper (PRSP) as recipients for early external assistance in achieving the education millennium development goals (MDGs) The figure 5.4 on page depits the global initiative from country context to international development partness

Initiatives for international coordination by UNESCO, UNICEF for achieving the goals of EFA found a mention in the last part of chapter. The section titled, *Comprehensive Strategy for EFA* (2001) presents the EFA working group as a reference guide to the essential document of EFA. The EFA Flagship programmes by various international agencies have also been described with the name of the panthers, goals, strategies and activities and achievement.

The last chapter, 'Prospects and Opportunities' synthesises the major themes and points of the Report and throws light on some of the key issues that emerge The discussion under

various heads could be reproduced from the side statements as given

Progress : Progress towards the six Dakar goals is insufficient. The world is not on track to achieve EFA.

Planning The costs of achieving EFA are large, but not beyond the means of most countries

Costs and Resources : This report estimates the financing gap at up to $5 6 billion

International Cooperation · This report has documented a startling decline in aid over the years 1990-2001, particularly in Sub Saharan Africa, existing but they do not yet appear to be nearly sufficient to match the size of the gaps

Improving the availability and quality of data· The quality of available data covering public spending on education has deteriorated in recent years There is an urgent need to improve the quality and availability of a wider range of international data

The last section *'Future Monitoring Challenges',* besides seeking to initiate a sense of international accountability towards commitments that were made at the World Education Forum, makes an attempt to emphasize that EFA needs to be treated a central education priority world wide and the challenges of EFA are not limited to the developing countries It preserves the big hope that the EFA Global monitoring report will begin to redress this imbalance from 2003

The Report becomes pertinent on two counts One – the countries find their place where and how they move towards achieving the goals of EFA The national governments must give a rethinking for revisiting the planning and strategies to achieve the Goals. Second – the rich source of data generated would provide scope for educational researchers, policy planners to delve deep into each theme addressed in the report for future action The colourful presentations of the data and the exemplar notes in boxes have made the report impressive and easy access to information

R. Meganathan

CONSTITUTION OF INDIA
Part IV A

Fundamental Duties of Citizens

ARTICLE 51A

Fundamental Duties – It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem,

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom,

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so,

(e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women,

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures,

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform,

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement